SIXTIETH

ANNUAL REPORT

STATE BOARD OF EDUCATION
OF MARYLAND

1926

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DEPARTMENT OF EDUCATION

Sixtieth Annual Report

OF THE

State Board of Education

SHOWING CONDITION

OF THE

Public Schools of Maryland

FOR THE

YEAR ENDING JULY 31, 1926

UNIVERSITY OF MARYLAND

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LETTER OF TRANSMITTAL

May 1, 1927.

HONORABLE ALBERT C. RITCHIE,
Governor of the State of Maryland,
Annapolis, Maryland.

My dear Governor Ritchie:

We herewith transmit to you the Sixtieth Annual Report of the State Board of Education for the school year ending July 31, 1926.

Respectfully,
HENRY M. FITZHUGH, *President;*
THOMAS H. CHAMBERS,
EMORY L. COBLENTZ,
J. M. T. FINNEY,
TASKER G. LOWNDES,
EDGAR W. MCMASTER,
MARY E. W. RISTEAU,
ALBERT S. COOK,
Secretary and Treasurer.

STATE OF MARYLAND

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OFFICE OF THE STATE SUPERINTENDENT OF SCHOOLS

2014 Lexington Building, Baltimore, Md.

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I. JEWELL SIMPSON	Assistant Superintendent in Charge of Elementary Instruction
SAMUEL M. NORTH	Supervisor of High Schools
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CLARA McDONAGH SIMERING	Stenographer
T. NATALIE THOMAS	Stenographer
ELIZABETH McGINNITY	Stenographer

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LIDA LEE TALL	Maryland State Normal School	Towson
JOHN L. DUNKLE	State Normal School	Frostburg
WILLIAM J. HOLLOWAY	Salisbury Normal School	Salisbury
LEONIDAS S. JAMES	Maryland Normal and Industrial School (for Colored Students)	Bowie

ADMINISTRATIVE AND SUPERVISORY OFFICIALS

MARYLAND COUNTIES, MAY, 1927

ALLEGANY COUNTY—Cumberland, Md.

Edward F. Webb, Superintendent.
Lillian Compton, S. T.
Mrs. Anna B. Higgins, S. T.
Winifred Greene, H. T.
Loretta McGeady, H. T.

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George Fox, Superintendent.
Ruth Parker, S. T. (Glen Burnie).
M. Clarice Bersch, S. T.

BALTIMORE COUNTY—Towson, Md.

Clarence G. Cooper, Superintendent.
John T. Hershner, Assistant Supt.
Amy C. Crewe, S. T. } 300 Park Ave.,
M. Annie Grace, S. T. } Baltimore.
Jennie E. Jessop, S. T.
Mary Grogan, S. T. }
Nellie V. Gray, S. T. } 300 Park Ave.,
E. Heighe Hill, S. T. } Baltimore.
Emma H. Boettner, H. T. }

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Frank D. Day, Superintendent.
Mattie V. Hardesty, H. T.

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Edward M. Noble, Superintendent.
Virginia Harwood, S. T.

CARROLL COUNTY—Westminster, Md.

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Lula H. Crim, S. T.
Mrs. Gertrude M. Shipley, H. T.
Mrs. Mary Norris Lynch, H. T.
Ruth DeVore, H. T.

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Fannie B. Miller, S. T.

CHARLES COUNTY—La Plata, Md.

F. Bernard Gwynn, Superintendent.
Janie Bowie, H. T.

DORCHESTER COUNTY—Cambridge, Md.

James B. Noble, Superintendent.
Hazel Fisher, S. T.
Evelyn Johnson, H. T.

FREDERICK COUNTY—Frederick, Md.

G. Lloyd Palmer, Superintendent .
Mrs. Marguerite Linthicum Hopkins, S. T.
Mrs. Angeline Sunday, S. T.
Hal Lee T. Ott, H. T.

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Helen Kinnick, S. T.
Marion Henion, S. T.
Mary Selby, H. T. (Selbysport).
Kate Bannatyne, H. T. (Grantsville).

HARFORD COUNTY—Bel Air, Md.

C. Milton Wright, Superintendent.
Jane Naylor, S. T.
Mary L. Grau, S. T. (Havre de Grace).

HOWARD COUNTY—Ellicott City, Md.

W. C. Phillips, Superintendent.
Gail W. Chadwick, S. T.

KENT COUNTY—Chestertown, Md.

Louis C. Robinson, Superintendent.
Helen Jane Woodley, S. T.

MONTGOMERY COUNTY—Rockville, Md.

Edwin W. Broome, Superintendent.
Huldah Brust, S. T.
Kristin Nilsson, S. T.
Eleanor L. Smith, H. T.

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Maude A. Gibbs, H. T.
Ruth Youngblood, H. T.
Mary Kemp, H. T.

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T. Gordon Bennett, Superintendent.
Tempe Dameron, S. T.

ST. MARY'S COUNTY—Leonardtown, Md.

George W. Joy, Superintendent.
Mrs. Virginia Kennedy, S. T.

SOMERSET COUNTY—Princess Anne, Md.

Eugene W. Pruitt, Superintendent.
Jane D. Wilson, H. T.

TALBOT COUNTY—Easton, Md.

Oscar M. Fogle, Superintendent.
A. May Thompson, H. T.

WASHINGTON COUNTY—Hagerstown Md.

B. J. Grimes, Superintendent.
Mrs. Grace B. Downin, S. T.
Katharine L. Healy, S. T.
Ruth Noble, H. T.
Anne Richardson, H. T.

WICOMICO COUNTY—Salisbury, Md.

James M. Bennett, Superintendent.
C. Nettie Holloway, S. T.
L. Cora Gilliss, S. T.

WORCESTER COUNTY—Snow Hill, Md.

Arthur C. Humphreys, Superintendent.
Elizabeth Mundy, H. T.

NOTE: S. T.—Supervising Teacher.
H. T.—Helping Teacher.

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DO YOU KNOW

That in the year ending in June, 1926, there were 263,000 different pupils enrolled in Maryland *public* schools, of whom approximately 155,000 were in the counties, and 108,000 in Baltimore? (*See page* 277.)

That of 35,000 white children in the State in *parochial* schools, 28,000 were in Baltimore and 7,000 in the counties; and of 1,700 colored children in parochial schools, 1,300 were in Baltimore and 400 in the counties? (*See page* 23.)

That because there were late entrants and withdrawals, the "average number belonging" in the public elementary and secondary schools of the State aggregated 242,000 boys and girls, of whom 142,200 were in the counties and 99,800 in the City of Baltimore? (*See page* 23.)

That of the 98,634 pupils "belonging" in county white elementary schools, 23,138 were in 956 schools having one teacher, 15,121 were in 256 two-teacher schools, and 60,375 were in 264 schools having three or more teachers? There was a decrease from 1925 of 49 in the number of white one-teacher schools. Less than one-third of the white elementary teachers and one-fourth of the white elementary pupils were in one-teacher schools in 1926. (*See pages* 279 *and* 216.)

That the average number belonging in county white high schools was 17,516 pupils, under the instruction of 865 teachers in 150 high schools? There were 1,350 more pupils than the previous year, 60 more teachers, and 2 more schools. Of the schools, 124 were of the first group, 16 were of the second group, and 14 of the third. (*See page* 27.)

That county white schools were open on the average 187 days, and colored elementary schools 166 days? (*See page* 54.)

That for each 100 pupils belonging in the counties, 84 attended on the average each day in white one-teacher schools, 86 in two-teacher schools, and 89 in the larger graded schools, making the average in all white elementary schools 87.2? In county colored elementary schools the average per cent of attendance was 80.4. The white rural and the colored schools showed a gain over 1925 in the per cent of attendance. (*See page* 36.)

That the enrollment in the first grade in county elementary schools is larger than that in any other grade? That, through grade six in county schools for white pupils, boys exceed the girls in number in each grade, but that thereafter, the girls exceed the boys in increasing numbers in each grade? (*See page* 56.)

That of each 100 white pupils attending public school in the counties, 16 were in high school? In 1925 there were less than 15. For each 100 girls in white county high schools there were 78.6 boys. (*See pages* 32 *and* 35.)

That there were 8,653 graduates from county white elementary schools, of whom 4,054 were boys and 4,599 girls? This was an increase of 399 over 1925. From county colored elementary schools 483 boys and 820 girls were graduated. (*See page* 59.)

That although 20 per cent of the county white elementary school boys and 13 per cent of the girls were not promoted, the number of failures was less than the previous year by 500? Of the colored boys 31 per cent and of the girls 25 per cent failed of promotion. This is nearly 2 per cent better than in 1925. (*See page* 64.)

That nearly half of the 922 boys and 1,603 girls who graduated from county high schools in 1925 continued their education in colleges, universities, normal, and business schools? For vocations entered by those who took no further training, *see page* 85.

That the county high schools graduated from the four-year course 1,045 white boys and 1,574 girls, a total of 2,619, an increase over the previous year of 80? Of these high school graduates of the year 1926, 312 girls, or 19.8 per cent of the girl graduates, and 29 boys, or 2.8 per cent of the boy graduates, entered the Towson, Frostburg and Salisbury Normal Schools. (*See page* 80.)

That for each 100 boys and girls enrolled in the first year of county high schools in 1922-23, 45 per cent graduated in 1926? Of the boys 38 per cent were graduated and of the girls 52 per cent. (*See page* 80.)

That all county white high school students took English; 82 per cent of the boys and 76 per cent of the girls had instruction in mathematics; 78 per cent were enrolled for the social studies; 69 per cent of the boys and 65 per cent of the girls had science courses; Latin was studied by 26 per cent of the boys and 34 per cent of the girls enrolled; and French by 17 per cent of the boys and 23 per cent of the girls? For the per cent of pupils who had opportunities for agriculture, commercial subjects, home economics, manual training, music, and physical education, *see page* 88.

That more boys than girls left school and failed of promotion in the high school subjects in the Maryland counties? Latin and mathematics proved the greatest stumbling blocks to promotion for both boys and girls. For withdrawals and failures in all the subjects, *see page* 90.

DO YOU KNOW

That of the white high school boys examined by physicians of the Playground Athletic League staff, 1,386 or 25 per cent, received health buttons, indicating that they had no physical defects? The range was from 11 to 42 per cent. (*See page* 113.)

That each of the counties had from one to six supervising or helping teachers working with the white elementary teachers to improve classroom instruction? That in 20 counties the supervisors used standard tests for diagnosis and remedial work in the three R's? That the supervisors and teachers in many of the counties were cooperating in making a course of study in one or several subjects? (*See page* 117.)

That the total teaching staff in Maryland public schools for the year ending in June, 1926, included 7,834 teachers, 4,705 working in the counties and 3,129 in Baltimore City; that the county teachers of white pupils numbered 3,932 and of colored pupils 773; that in county white elementary schools there were 3,067 teachers? (*See page* 287.)

That a check of 915 white county high school teachers in service in November, 1926, showed that 92.8 per cent met the requirements for regular certificates, 10.6 per cent more than in December, 1925? (*See page* 136.)

That the number of white elementary teachers in county schools holding first grade certificates in October, 1926, was 2,414 compared with 1,259 in October, 1921? That the number holding third grade certificates was 207, while in October, 1921, it was 659? For this present school year, 80 per cent of the white elementary teachers hold first grade certificates, 14 per cent second grade certificates, and 6 per cent third grade certificates. (*See page* 140.)

That in October, 1926, the one-teacher schools had a certification score of 75, the two-teacher schools 88, and the graded schools 94, an average for all county elementary schools of 87? The one-teacher schools made the greatest improvement over last year. In county colored elementary schools the score was 76 points. (*See page* 147.)

That in October, 1926, there were 390 teachers in county white elementary schools having their first year of teaching experience? This included 12.7 per cent of the entire staff. The one-teacher schools had 208 of these teachers, or 23 per cent of the 914 teachers in one-teacher schools. Of these inexperienced teachers, 300 were 1926 normal school graduates from Towson, Frostburg, and Salisbury. (*See page* 156.)

That of the 321 normal school graduates teaching in the counties in the fall of 1926, nearly 63 per cent went out to teach in one- and two-teacher schools, and two-thirds of the county graduates returned to teach in their home counties? (*See page* 243.)

That in the fall of 1926 the county enrollment at the normal schools, 834 (not quite 3½ times what it was in 1920), was distributed as follows: At Towson 475, at Frostburg 201, at Salisbury 158? Towson also had 275 students from Baltimore City, 136 fewer than last year. (*See page* 246.)

That summer schools in 1926 were attended by 888 white elementary school teachers now teaching in the counties, 281 white high school teachers, and 281 colored teachers who desired to improve themselves and satisfy requirements for renewal of certificates? Teachers College—Columbia, Johns Hopkins, the University of Maryland, Towson, and Frostburg were chosen by 80 per cent of the white county teachers who attended summer schools. (*See page* 149.)

That the white county high schools in October, 1926, had 166 inexperienced teachers, 18.1 per cent of the entire number (915)? Additional high school positions due to increased enrollment partially explain this large proportion of new teachers. The county colored schools had 183 new to the profession or 23.6 per cent of the 773 teachers in these schools. (*See page* 156.)

That one-half of Maryland's county high schools for white pupils giving a four-year course have fewer than 5.2 teachers and 92 pupils; that there is a teacher for every 20 pupils belonging in high schools; that, in white elementary schools the average number belonging per teacher is 32.0; that, one-teacher schools have 24, two-teacher 30, and larger schools 38 pupils belonging per teacher? (*See page* 165.)

That the average salary of white teachers in the counties was higher by $32 in high schools and $46 in elementary schools and of colored elementary teachers by $17 in 1926 than in 1925, due to improvement in certificate grade and lengthened experience; that, the average salary of a high school teacher and principal in the counties was $1,517 and of an elementary teacher $1,103? In one-teacher schools the average salary was $960, in two-teacher schools $1,101, and in the larger schools $1,188. (*See page* 173.)

DO YOU KNOW

That the running expenses of the county schools were $7,143,000, of which $4,895,000 came from local sources and $2,248,000 from State and Federal funds, making the proportion from the State and Federal funds 36.5 per cent? Baltimore City spent for current expense of elementary and secondary schools $7,568,000, of which $6,511,000 came from City funds, and $1,057,000, or 14.0 per cent, from State and Federal funds. For Maryland as a whole the total cost of keeping the schools running was $14,711,000, of which $3,305,000, or 22.5 per cent, came from State funds. (*See page* 185.)

That thirteen counties received aid from the Equalization Fund, totalling $401,055? This made it possible for these counties to employ a larger number of trained teachers and to equip the schools with a more adequate supply of books and materials of instruction without increasing the local county tax rates above the average for all of the counties. (*See page* 187.)

That the current expense cost of educating a pupil in the county schools was $50 in 1926? When analyzed, the cost is found to be $48 in white elementary schools, $99 in white high, and $23 in colored elementary schools. (*See page* 191.)

That transportation was provided for 10,567 county pupils, of whom 2,849 were in high schools, and 7,718 in elementary schools at a cost to the counties of $312,495? Last year 8,600 pupils were transportated at a cost of $242,000. (*See page* 212.)

That capital outlay expenditures totaled $2,600,000 in the counties, and $3,485,000 in Baltimore? In the counties bonds outstanding for school purposes totaled $8,690,000, and in Baltimore City $19,653,000. (*See page* 219.)

That of 773 teachers in colored schools in the counties, 195, or over one-fourth, are teaching in rooms built since 1919, chiefly through the stimulus of the aid furnished by the Rosenwald Fund? (*See page* 197.)

That parent-teacher associations functioned in 627, or 43 per cent, of the county schools for white pupils? This was 2 per cent higher than in 1925. In 351, or two-thirds of the county colored schools there were patrons' organizations. Nearly three-fourths of the county white high schools had P. T. A.'s. (*See page* 233.)

That these facts, briefly summarized for the State and counties as a whole, are also available regarding each county in the State? A careful study of the report from the point of view of each county by teachers, school officials and interested citizens will be found worthwhile. By looking up questions of interest in the index on *page* 318, it will be possible to secure facts on any matter discussed in the report.

ACTIVITIES AND OBJECTIVES OF THE MEMBERS OF THE STATE DEPARTMENT OF EDUCATION, 1926-1927

THE STATE SUPERINTENDENT OF SCHOOLS

Albert S. Cook

The State Superintendent will keep in close touch with all activities of the Department, and *perform all of the functions of the Department required of him by the State School Law* that he has not specifically delegated to his professional assistants. Along with these duties he will undertake:

I. To assist members of the Department in keeping the main purposes of the State Program for Education before the people of the State:

1. By speaking before State-wide and county-wide organizations, and before general meetings of all the teachers of a county.
2. By giving out statements to the press concerning the schools, so that the public may be informed on the needs of the schools and on evidences of progress in realizing the State Program.
3. By reading critically all material for courses of study, bulletins, reports, circular letters, etc., before they are issued.
4. By assisting in the preparation of material for publication and suggesting sources of material for bulletins.

II. To keep in close personal touch with administration and supervision in the various counties:

1. By personal visitation with county superintendents and supervisors.
2. By discussing in detail the findings of his professional assistants on their supervisory visits.
3. By studying carefully all statistical studies made by the Department which give the relative standing of each county in the measurable administrative and supervisory activities, including both educational and financial items.
4. By study of county superintendents' and county supervisors' reports.
5. By conducting or assisting in conducting all called meetings of the Department with county school officials.

III. To keep the staffs of the State Normal Schools in close touch with the progress of the State Program in the several counties; also to assist in checking the reasons for success or failure of the products of the State Normal Schools.

The major part of the State Superintendent's time to December 1, 1926, devoted to other than routine administrative matters, will be given to work connected with the State School Budget. While the 1927 legislature is in session, the State Superintendent will keep in close touch with the members in order to follow the progress of all bills introduced relating to education.

OBJECTIVES OF THE DEPARTMENT OF ELEMENTARY INSTRUCTION

I. Jewell Simpson, M. Theresa Wiedefeld

The Elementary School Supervisors will endeavor this year:

I. To give impetus to Course of Study making in the counties:

1. By formulating "goals" in English, history, and geography, with the assistance of the supervisory staff in the counties.
2. By conferring with the supervisory staff as to ways and means of attacking the course of study problem in a particular county.

II. To strengthen the teaching of English (language and literature), history, geography, spelling, reading, and arithmetic in the grades:

1. By use of informal tests sent out by the Department in the fall and spring to serve as a stimulus to effort.
2. By the use of a standardized reading test in the spring to measure progress.
3. By endeavoring to secure more uniform standards for promotion in the various counties.

III. To promote continued progress toward attaining the objectives of the preceding years by studying each county with respect to:

1. Achievement in the Three R's.
2. Quality of teachers' meetings.
3. Teachers' preparation for their daily work.
4. Use of group schedule in one-teacher schools.
5. Methods for reducing excessive number of over-age pupils.
6. Organization of parent-teacher associations.

IV. To keep in close touch with supervision in the counties:

1. By visiting schools with the supervisors.
2. By attending teachers' meetings conducted by supervisors.
3. By studying the annual reports of supervisors.
4. By planning for State-wide and sectional meetings of supervisors.

5. By furthering the use of the Maryland School Bulletins.

V. To prepare for publication the following bulletins as an aid to teaching and supervision:

1. Books for the Elementary School Library (an annotated, graded and classified list of 1,375 titles of books for recreational and reference reading.)
2. A Supervisor of Town Schools Analyzes Her Work (The annual report of Miss Crim, supervising teacher in Carroll County).
3. Goals in English, History and Geography.
4. The Teaching of English. (This will include "goals" for each grade).
5. The Planning of Lessons. (This will include lesson plans used by strong Maryland teachers).

OBJECTIVES OF THE HIGH SCHOOL SUPERVISORS

Samuel M. North, E. Clarke Fontaine, W. K. Klingaman.

The high school supervisors present the following as their objectives for the session 1926-27.

I. Continuance of the administrative aspects of the work—i. e., studying each high school with regard to:

1. Library facilities.
2. Laboratory equipment.
3. Curriculums offered.
4. Departmentalization of work.
5. Daily schedule.
6. Units offered.
7. Distribution of principal's time.
8. Size of classes.
9. Efficiency of record system.
10. Extra-curricular activities.

II. Continuance of the regional principals' conferences, each conference to be based upon curriculum making in the high school. Notifications of dates of conferences and principals designated to take part in each will be sent to the county superintendents and principals by December 31, 1926. The basal text will be Brigg's *Curriculum Problems* (Macmillan).

III. Attendance, as far as possible, upon the meetings of the county high school teachers' associations, assisting the officers in planning the programs of these meetings, etc.

IV. Conducting, in each county, a series of not more than four professional meetings, one of which is to be a general meeting of the high school principals and teachers of the county; the remaining three to be group subject-matter meetings, probably featuring a demonstration lesson and critique. Ample preparation for each meeting will be made to insure active participation of teachers.

V. Stressing, with each principal, the importance of planning carefully the programs of his series of professional faculty meetings.

VI. Stimulating and checking up on the professional attitude of each high school principal by filling out, after February 1, 1927, in the presence of the principal, the questionnaire—"Additional Inquiries for High School Supervisor's Report, 1926-27."

VII. Attending, when possible, professional faculty meetings in individual schools.

VIII. Making sure that, so far as is possible, every high school teacher is taking and studying at least one professional journal.

IX. Keeping the county superintendents in close touch with the work and progress of their respective high schools.

X. The exercise, as heretofore, of their paramount function of cooperative professional supervision of actual classroom instruction.

XI. Stressing with the high school people of the State, at every professional opportunity, the vital importance of agreeing upon certain fundamental principles underlying necessary changes in our high school curriculums, to the end that our instruction may more nearly meet the present and probable future needs of our pupils.

XII. Before recommending a school for State aid, checking with each county superintendent on the basis of data furnished by the Credential Secretary, the number of provisionally certificated teachers, and those uncertificated; and including in the annual report to the County Superintendent and County Board of Education the status of each school in this respect.

ADDITIONAL INQUIRIES FOR HIGH SCHOOL SUPERVISOR'S REPORT, 1926-1927.

1. What are you doing this year regarding professional faculty meetings? What topics are you discussing in the meetings?

2. What professional journals do *you* take or read? Does each of your teachers take a professional journal? Have you definitely *recommended* this?

3. Is there a school publication? Of what character?

4. Have you worked out a definite plan for securing real faculty co-operation toward the improvement of the quality of the pupils' English?

5. Is there a parent-teachers' association?

6. Has the status of every pupil been recorded up to date on his orange record card?

7. What steps have you taken to make the "study periods" of your pupils effective?

8. To what extent, if at all, have you been studying current professional opinion on curriculum making in the high school?

9. Have you worked out a practical plan for the *use* of the school library by the pupils during the school day?

10. How many periods per week (on the average) do you give to the *supervision* of classroom instruction?

11. Are accurate and complete records of attendance and class standing of pupils kept in such form that they can be conveniently referred to and preserved?

12. Have you read and studied the State Department Bulletins?

OBJECTIVES OF THE STATE DIRECTOR OF VOCATIONAL EDUCATION

J. D. Blackwell

I. Administration—approximately ¼ time:
    A. Direct and assist in the revision of State plans for vocational education for 1927-32.
    B. Collect data and assist in the preparation of annual descriptive, financial and statistical reports for the State and Federal Boards.
    C. Assist in the co-ordination of the different types of vocational education.
        1. Conduct a conference of the State and city supervisory and teacher-training staffs.
        2. Visit industrial and home economics classes for the purpose of assisting State supervisors in adapting their work to existing conditions.
        3. Assist the training departments in the preparation of vocational teachers.
        4. Conduct the State Society for Vocational Education meeting, to be held in connection with the State Teachers' Association in Baltimore in November, 1926.
        5. Conduct the Annual State Vocational Conference in Baltimore in February, 1927.

II. Supervision of Agricultural Education—approximately ¾ time:

A. Submit blanks and instructions to teachers of vocational agriculture.

B. Assist, at an early date, *new* teachers at Brandywine, Centerville, Clarkesville, Friendsville, Middletown, Mount Airy, and Sudlersville, in getting the work well organized.

C. Visitation:

1. During September and October each teacher will be visited for the purpose of checking schedule, references, equipment, annual plan of work, etc.
2. Between November 1 and April 1, the preparation of lesson plans by teachers will be stressed. Each teacher will be visited during that period for the purpose of supervising a lesson taught from a plan previously prepared.
3. Each teacher will be visited between April 1 and June 1 for the purpose of checking up on results accomplished and rendering the assistance necessary in the preparation of annual reports.
4. Between June 1 and September 1 the State Director will accompany teachers to the home farms of pupils enrolled for vocational agriculture, in order to personally supervise project work. (Between June 16 and August 20, 1926, 309 projects throughout the State were visited by the State Director.)

D. District Conferences:

1. Between November 1 and December 15 district conferences will be held. A demonstration lesson, taught by a local teacher, will form the basis for the conference discussion.

E. Preparation of bulletins:

1. Agricultural Education for Maryland Schools.
   a. Organization.
   b. Methods of teaching.
2. Livestock Project Plans.
   a. A type plan will be sent to each teacher.
   b. Teachers will be assigned to one of the following project plan committees:
      (1) Bee,
      (2) Calf,
      (3) Dairy,
      (4) Egg,
      (5) Poultry,

(6) Sheep,

(7) Swine.

c. Committees will report to the entire group of agricultural teachers at the State Society Conference in November. After the plans have been criticized by the group, they will be mimeographed and distributed to each teacher, with the request that he revise the plans after they have been tried out by members of his class. Upon receipt of the revised copies, a bulletin will be prepared and published.

OBJECTIVES OF THE DIRECTOR OF PHYSICAL EDUCATION

Dr. William Burdick

1. Promotion of physical education for every child in every school, in order to secure for each *good behavior, good health,* and *the pursuit of happiness.*
2. Stimulation of athletics of youth by badge tests and all types of team games.
3. The continued development, through carnivals, of track and field athletics for individual girls, so that they will lead to competitive sports.
4. Operation of *field ball* and *soccer football* to include 100 per cent of the high schools.
5. Introduction of *field dodge ball* for elementary school children.
6. Organization of *baseball* for boys for the whole State.
7. Improvement of health service by:
    (a) Continuance of health examinations for high schools for boys and girls.
    (b) Increasing aid to counties in the follow-up of examinations.
    (c) Further research of the records of examinations made.
8. Assistance to schools and communities in the installation of playgrounds, gymnasia, and community recreation.
9. Cooperation with county superintendents, supervisors, helping teachers, and teachers in the field in their athletic problems, both at school and in the normal and summer schools.
10. Aid in the preparation of teachers in the field of physical education, through the use of State Normal School graduates.
11. Preparation of recreation programs for parent-teacher associations.

OBJECTIVES OF THE SUPERVISOR OF MUSIC

Thomas L. Gibson

I. The extension and improvement of the teaching of music in the elementary schools by:

1. Planning type lessons for demonstration teaching.
2. Helping in the training of a few of the grade teachers for demonstration work at group meetings of county teachers.
3. Working with the elementary supervisors, in planning for demonstration teaching; in listing song material and phonographic records suitable for the grades; in conducting demonstration lessons; in checking up on efforts to meet the minimum goals in elementary music and in co-ordinating music study in the schools with community activities.
4. Conferring with the teachers of music in the State normal and summer schools on the training of teachers in the essentials of school music.

II. The extension and improvement of the teaching of music in the high schools by:

1. Conferring with county superintendents and high school principals on the administrative problems in high school music.
2. Holding meetings of all high school music teachers at central points in the three supervisory sections of the State for demonstration lessons, critiques and reports of committees on course of study making for the high schools of each county.
3. Assisting in the development of lessons plans, in selecting song material, in outlining plans for music memory contests, and in selecting music and phonographic records for high school use.
4. Informing Maryland colleges of the need of more high school music teachers in the State, to the end that these colleges will all provide courses in music suitable as a preparation for teaching the subject in the secondary schools and advise any of their students who possess special musical talent of the need of high school teachers who are qualified to teach music.
5. Conferring with the heads of the music departments of the colleges of the State on courses of study required for the certification of high school music teachers.

III. Securing the active cooperation of patrons in the extension of music teaching in both the elementary and high schools by:

1. Giving informational talks on the history of music and on folk songs and demonstrations in appreciation and conducting community singing.
2. Helping to plan co-operative school and community musical programs.

3. Teaching a music lesson to a class of children at a patrons' meeting.
4. Conducting community singing at the meetings of various patrons' clubs.

IV. Stimulating habits and standards of regular attendance through:

1. Conferring with county superintendents and attendance officers on attendance problems.
2. Making the teachers actively conscious that they are the most vital factor in securing good attendance.
3. Helping parents and patrons to a clearer conception of the meaning of the attendance law by enlisting a discussion of the subject at the meetings of patrons' clubs.

V. Helping to extend the standardization of elementary schools through:

1. Conferring with county superintendents and elementary supervisors on the revised requirements for standard elementary schools.
2. Conferring with county superintendents and elementary school supervisors on the extent to which efforts toward standardization are advisable.
3. Checking up through county superintendents and elementary supervisors to find whether their standardized schools continue to be up to standard.
4. Enlisting discussions in patrons' meetings on the values of the standardization of schools.

OBJECTIVES OF THE SUPERVISOR OF COLORED SCHOOLS

J. Walter Huffington

The Supervisor of colored schools will endeavor:

I. To promote continued progress toward attaining the objectives of the preceding year:

1. Use of a group schedule in one-teacher schools.
2. Planning for an effective employment of educative seatwork as an instrument for improvement of instruction.
3. Further improvement of the work in reading.
4. Intensive work in arithmetic.
5. Improvement in the appearance and care of school buildings and grounds.

II. To strengthen the teaching of English in the elementary schools:

1. By attempting to have the county supervisors and teachers appreciate the need for intensive work in English.
2. By stressing different phases of the subject at every teachers' meeting.

3. By studying with the teachers a text for helpful suggestions.
4. By making continued use of any publication of the State Department of Education on this subject.
5. By giving from time to time informal tests of the subject and suggesting remedial measures.
6. By helping teachers to analyze their difficulties in making the work effective and to discover better ways of handling the subject.
7. By checking the teaching of the subject upon visits to the schools and urging the county supervisors to do so.

III. To secure school libraries which will provide suitable supplementary reading material.

IV. To supervise more closely the colored high schools:

1. By noting carefully the administrative aspects of the work.
2. By holding professional group meetings.
3. By studying actual classroom procedures in the several schools, then giving help to the teachers where needed in analysis of the teaching situation and in reconstruction of the work on the basis of accepted principles of teaching.
4. By directing the teachers in professional reading.

OBJECTIVES OF THE STATISTICIAN
BUREAU OF EDUCATIONAL MEASUREMENTS

Bessie C. Stern

I. The statistician will prepare the annual report required by law for submission to the State Board of Education and the Governor "covering all operations of the State Department and the support, conditions, progress and needs of education throughout the State." This report makes available to Maryland citizens, for information and study, measurable facts regarding the schools which their children attend and which are supported by taxation.

The report for 1925-26 will include the following topics:

1. The number of children cared for in the schools,
   Improvement in attendance,
   Attendance by months,
   Causes of long absence, late entrance and withdrawal.
2. Length of session.
3. Success of pupils in completing their work,
   Graduates,
   Promotions and non-promotions:
      By grades;
      By subjects in high school.

4. Analysis of the results of tests given in six Maryland counties in connection with the study undertaken by the Commission on Length of Elementary Education.
   Statement of tests given in the counties.

5. Supervision and administration,
   Number of supervisors and superintendents,
   Conferences of superintendents and supervisors,
   Summary of activities of supervisors.

6. The teaching staff,
   Certification and experience,
   Turnover,
   Summer school attendance,
   Size of classes,
   Salaries.

7. School expenditures—total and per pupil,
   Current expenses,
   Contributions of State and county,
   Provision for libraries,
   Transportation costs,
   School building costs,
   School bonds outstanding,
   County school budgets and tax rates.

8. Improvement of school buildings,
   Reduction of one teacher schools and consolidation,
   Standard schools.

9. Community co-operation with schools,
   Parent-teacher associations,
   Support of extra curricular activities.

10. The 1926 Index Number for the counties and State.

11. Teacher training in the normal schools and the work of the normal school graduates.

All of the above data for elementary one-teacher, two-teacher, and graded schools, high and colored schools, will be analyzed and presented graphically for each county and for the entire State.

II. To stimulate improvement in attendance, the monthly reports on per cent of attendance for the various types of schools in the individual counties will be continued.

III. To provide adequately for the financial needs of the counties, the equalization fund must be calculated for the individual counties for the years 1928 and 1929.

IV. To furnish the Comptroller with the 1926 census data and to determine how adequately the counties are complying with the provisions of the Compulsory Attendance Law, the results of the school census to be taken in November, 1926, must be analyzed.

V. To determine progress in the school subjects, any results of standard tests given by the counties will be analyzed for the benefit of the counties.

VI. To determine the length of service in various types of white elementary and high schools, changes of teachers from county to county and the effect of salary schedules higher than the minimum, the cumulative experience record of teachers in service from the fall of 1920 to date will be analyzed.

VII. In accordance with the requirements of the State School Law visits will be made to the counties to "examine expenditures and business methods of county school boards and report on them."

OBJECTIVES OF THE CREDENTIAL SECRETARY

Merle S. Bateman

I. To settle as promptly as possible all certificate applications.

II. To make for the annual report studies of certification during the year 1926-27 and of the results of the efforts to improve the certification of high school teachers, with a view to stimulating better conditions.

III. To check the certification of the high school teachers of the State for the year 1926-27, and to follow this up with whatever action is necessary to see that every secondary teacher holds a valid certificate for the year.

IV. To furnish the high school supervisors immediately before the State Aid for high schools is calculated with the names of any high school teachers in their districts who are not certificated; also with the names of those who hold only provisional certificates.

V. To check the certification of the elementary school teachers and to do follow-up work in an effort to see that every elementary school teacher in the State is certificated.

VI. To make another comparative study of the number and preparation of the provisionally certificated high school teachers and the number of years such teachers have been employed on this basis.

VII. To help in the inspection and rating of private secondary schools and colleges.

GROWTH IN PUBLIC SCHOOL ENROLLMENT AND ATTENDANCE

TOTAL ENROLLMENT OVER 263,000

During the school year ending in June 1926, over 263,000 different boys and girls were enrolled in the public schools of Maryland. The increase over the preceding year was over 2,500, the counties caring for over 1,300 of the increase and Baltimore City for nearly 1,200.[1]

Although Baltimore City has one half of the population in the State, the public school enrollment in the counties was 154,969, while in the City it was only 108,280. This difference of 46,689 between county and city public school enrollment is accounted for in part by the fact that there are many more children in private and parochial schools in Baltimore than in the counties. For example, enrollment in Catholic private and parish schools aggregated nearly 29,000 in Baltimore and not quite 7,500 in the counties.[2]

AVERAGE NUMBER BELONGING NEARLY 242,000

A number of the boys and girls attending the public schools were enrolled for short periods only, because they moved away, or became old enough to obtain employment certificates, or moved to Maryland late in the school year, or for other causes. The average number belonging to the school—the boys and girls for whom the school is responsible between date of entrance and date of permanent legal withdrawal—gives, therefore, a somewhat truer picture of the service rendered by the public schools. This number was 241,961 of whom 142,171 "belonged" in the counties, and 99,790 in Baltimore City. The "number belonging" (241,961), is about 92 per cent of the total enrollment.[3]

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[1] See Table III, page 277.

[2] Enrollment in Catholic Parish and Private Schools and Private Institutions

	WHITE			COLORED
County	Elementary	Commercial and Secondary	Total	Elementary
Allegany	2,258	379	2,637	......
Anne Arundel	241	. .	241	93
Baltimore	1,132	76	1,208	......
Carroll	202	32	234	......
Charles	128	40	168	129
Frederick	546	184	730	12
Garrett	62	. .	62	....
Harford	56	. .	56	. . .
Howard	280	7	287	43
Montgomery	80	100	180	. . .
Prince George's	309	34	343	.....
St. Mary's	736	92	828	102
Washington	53	31	84	.
Total Counties	6,083	975	7,058	379
Baltimore City	25,319	2,365	27,684	*1,312
Total State	31,402	3,340	34,742	*1,691

* Includes 3 commercial and 47 high school pupils.

[3] See Table V, page 279, and for number belonging in each individual high school, see Table XXXII, pages 306 to 311.

TABLE 1

AVERAGE DAILY ATTENDANCE FOR YEAR ENDING JULY 31, 1926.

COUNTY	All Schools	White			Colored Schools
		High Schools	Elementary		
			*Graded Schools	†Rural Schools	
Baltimore	15,409	1,777	9,466	2,739	1,427
Allegany	11,644	1,809	8,029	1,554	252
Washington	10,811	1,314	6,774	2,389	334
Frederick	8,689	1,349	3,124	3,317	899
Prince George's	8,428	939	4,021	1,434	2,034
Anne Arundel	7,203	685	3,493	1,001	2,024
Montgomery	5,755	821	2,043	1,622	1,269
Wicomico	5,344	813	1,859	1,330	1,342
Carroll	5,331	856	1,906	2,353	216
Harford	4,541	713	1,473	1,768	587
Dorchester	4,423	654	1,384	1,094	1,291
Somerset	4,418	528	1,261	981	1,648
Garrett	3,958	480	958	2,520	....
Worcester	3,917	588	1,358	672	1,299
Cecil	3,681	535	1,319	1,444	383
Caroline	3,437	498	1,253	897	789
Talbot	3,036	444	1,123	510	959
Charles	2,513	179	373	904	1,057
Queen Anne's	2,426	347	710	810	559
Kent	2,413	312	775	582	744
Howard	2,393	320	774	809	490
St. Mary's	2,098	133	75	1,071	819
Calvert	1,392	124	130	519	619
Total Counties	123,260	16,218	53,681	32,320	21,041
			86,001		
Baltimore City	90,844	9,951	**65,477		15,416
Total State	214,104	26,169	151,478		36,457

* Schools having three or more teachers.
† Schools having one teacher or two teachers.
** Includes junior high schools.

TABLE 2

GROWTH IN 1926 AVERAGE ATTENDANCE OVER 1920 AND OVER 1925.

COUNTY	GROWTH 1920-1926				GROWTH 1925-1926			
	All Schools	White		Colored Schools	All Schools	White		Colored Schools
		High Schools	Elementary Schools			High Schools	Elementary Schools	
Baltimore	5,526	968	3,987	571	1,030	231	746	53
Prince George's	2,816	609	1,553	654	309	158	53	98
Washington	2,450	658	1,689	103	180	88	67	25
Anne Arundel	2,413	401	1,491	521	343	104	228	11
Allegany	2,147	831	1,275	41	273	95	183	—5
Montgomery	1,930	590	1,000	340	219	128	121	—30
Frederick	986	568	284	134	57	96	—32	—7
Wicomico	699	271	213	215	27	—17	15	29
Harford	651	350	278	23	—98	22	—44	—76
Garrett	613	323	290	....	—180	56	—236	....
Cecil	607	268	301	38	51	13	33	5
Somerset	503	295	111	97	—75	40	—84	—31
Worcester	438	193	47	198	—137	38	—58	—117
Talbot	418	213	170	35	—126	4	—16	—114
Charles	368	179	42	147	43	29	—7	21
Howard	357	196	92	69	—16	47	—53	—10
St. Mary's	303	133	—58	228	—12	38	—95	45
Caroline	265	229	—66	102	—94	—12	—73	—9
Dorchester	261	345	—104	20	5	93	—80	—8
Queen Anne's	227	127	46	54	—85	—10	—52	—23
Kent	78	143	—13	—52	—4	34	—34	—4
Carroll	—225	471	—637	—59	16	—27	51	—8
Calvert	—383	124	—274	—233	—133	—12	—22	—99
Total Counties	23,448	8,485	11,717	3,246	1,593	1,236	611	—254
Baltimore City	15,344	4,536	5,448	5,360	1,377	611	414	352
Total State	38,792	13,021	17,165	8,606	2,980	1,847	1,025	98

AVERAGE ATTENDANCE OVER 214,100

The average attendance shows a gain of nearly 3,000 over 1925. Since the increase in attendance is greater than the increase in enrollment and "number belonging", it is evident that during 1926 enforcement of the compulsory attendance law has been more effective and teachers and parents have been more zealous in keeping the children in school than in previous years. The counties had 123,260 present on the average each day while Baltimore City had 90,844. The average attendance in each county by types of schools is given in Table 1. The counties are listed in the order of the size of total attendance, the county with the largest total attendance appearing first.

Of the total county attendance (123,260), approximately 16,000 were in white high schools, 86,000 in white elementary schools and 21,000 in colored schools.[1]

Six Year Growth in Attendance Nearly 39,000

In the six year period from 1920 to 1926, the gain in public school average daily attendance for the State as a whole was 38,792, an average annual increase of 6,465. The counties had 1,593 more pupils present on the average each day in 1926 than in 1925, while Baltimore City had 1,377. This gain of 2,980 is somewhat less than the average growth in the past six years. The counties growing most rapidly are Baltimore, Prince George's, Washington, Anne Arundel, Allegany and Montgomery which have grown in the six-year period by from 5,500 to 1,900. In order to provide building facilities for the large number of additional pupils arriving annually, these counties must spend large amounts for capital outlay. (See Table 2, in which the counties are listed in the order of total increase in attendance for 1926 over 1920. The increase of 1926 over 1925 by types of schools is also shown.)[1]

Carroll and Calvert are the only counties which decreased in total attendance over the six year period. For 1926 over 1925 eleven counties (Garrett, Worcester, Calvert, Talbot, Harford, Caroline, Queen Anne's, Somerset, Howard, St. Mary's, and Kent) show decreases varying from 180 to 4. The increases in parochial school enrollment in Garrett, Harford, Howard and St. Mary's Counties account in part for the decreases noted.[2]

County High School Enrollment Nearly 20,000

Ten years ago there were 7,000 pupils enrolled in county approved high schools while today there are approximately 20,000. Attendance has grown in the same period from 5,800 to 17,000, or nearly three times the earlier number. The increase in enrollment last year was 1,558 and in attendance 1,344 or about 8 per cent over 1925. (See Table 3 and Chart 1.)[1]

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[1] See also Table IV, page 278, in which the counties are arranged alphabetically. For average attendance in individual high schools, see Table XXXII, pages 306 to 311.

[2] See Note 2, page 23.

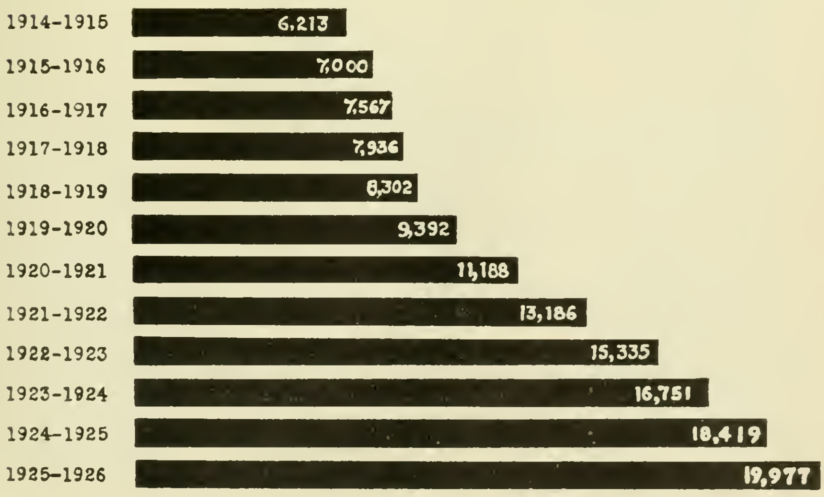
TABLE 3

ENROLLMENT AND ATTENDANCE IN APPROVED COUNTY HIGH SCHOOLS OF MARYLAND, 1916-1926

Year Ending July 31	Enrollment	Average Attendance	Annual Increase		Per Cent of Increase	
			Enrollment	Attendance	Enrollment	Attendance
1916	7,000	5,804	787	528	12.6	10.0
1917	7,567	6,327	567	523	8.1	9.0
1918	7,936	6,477	369	150	4.9	2.4
1919	8,302	6,685	366	208	4.6	3.2
1920	9,392	7,798	1,090	1,113	13.1	16.7
1921	11,188	9,483	1,796	1,685	19.1	21.6
1922	13,186	11,463	1,998	1,980	17.9	20.9
1923	15,335	13,078	2,149	1,615	16.3	14.1
1924	16,751	14,177	1,416	1,099	9.2	8.4
1925	18,419	15,643	1,668	1,466	10.0	10.3
1926	19,977	16,987	1,558	1,344	8.5	7.9

CHART I

INCREASE IN HIGH SCHOOL ENROLLMENT
IN MARYLAND COUNTIES
1914-1926



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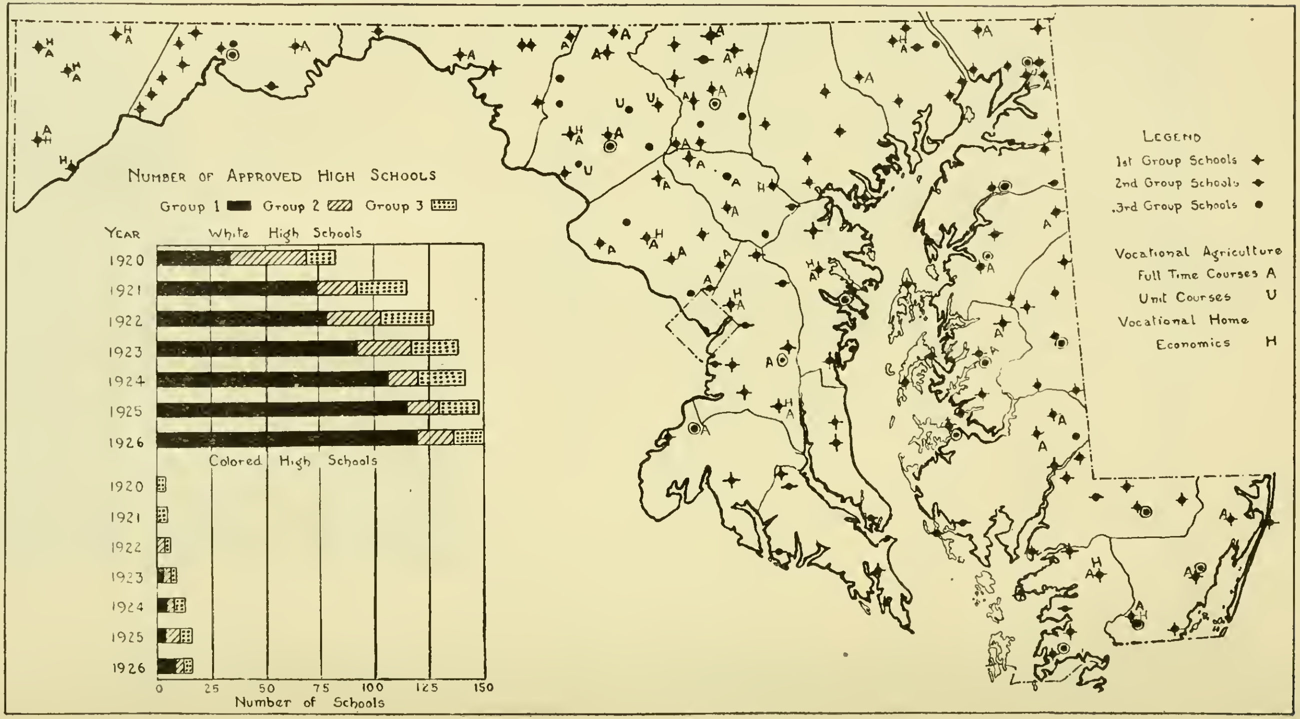
[1] See Table 2, page 25, and Tables III and IV, pages 277-278, also for individual high schools, see Table XXXII, pages 306 to 311.

CHART 2

MAP SHOWING LOCATION AND GROUP OF EACH APPROVED HIGH SCHOOL IN MARYLAND COUNTIES FOR SCHOOL YEAR ENDING IN JUNE, 1926



150 APPROVED WHITE HIGH SCHOOLS IN COUNTIES

In 1926, there were 150 white county high schools which met the requirements for approval by the State Department of Education—an increase of 2 over the previous year. Of these 120 were of the first group, 5 more than the previous year. This number includes 8 two-teacher first group schools. There were 16 second group schools, and 14 third group schools. There was 1 more second group school and there were 4 fewer third group schools than in 1925. There were 16 colored approved high schools in 15 counties.[1]

The number of approved white and colored high schools of the various groups each year since 1920, together with the increase of 1926 over 1920, are shown in Table 4. (See also the chart map on page 28.)

TABLE 4

NUMBER OF APPROVED HIGH SCHOOLS IN MARYLAND COUNTIES, 1920-1926

YEAR	WHITE HIGH SCHOOLS				COLORED HIGH SCHOOLS			
	Total	Group *1	Group *2	Group *3	Total	Group *1	Group *2	Group *3
1920	82	34	35	13	4	......	......	4
1921	115	74	18	23	5	......	......	5
1922	127	78	25	24	6	......	4	2
1923	139	92	25	22	9	3	4	2
1924	142	106	14	22	13	4	4	5
1925	148	115	15	18	16	4	7	5
1926	150	120	16	14	16	8	4	4
Increase	68	86	−19	1	12	8	4	—

* First group schools have as a minimum an enrollment of 40, an attendance of 30, and three teachers. There were 8 two-teacher first group schools in 1926. They give a four-year course.

Second group schools have as a minimum an enrollment of 25, an attendance of 20, and 2 teachers. They give a three-year course.

Third group schools have as a minimum an enrollment of 15, an attendance of 12, and 1 teacher. They give a two-year course.

Table 5 shows the number of high schools of each group in each county and in Table 6 appears a list of new high schools established or changing their grouping during the year. Four new high schools were opened and two which had been closed were reopened. Five schools went from second to first group, five from third to second group. One school dropped from second to third group, one which had had third group approval in 1925 lost it in 1926, and four high schools were abandoned.[1]

---

[1] For the group of each high school, see also Table XXXII, pages 306 to 311.

TABLE 5

NUMBER OF APPROVED HIGH SCHOOLS IN MARYLAND FOR YEAR ENDING JULY 31, 1926.

COUNTY	Total No. White Approved High Schools	Number of Approved High Schools of Group			Group of Each Approved Colored High School
		1		3	
Allegany	10	8	1	1	1
Anne Arundel	5	4	...	1	1
Baltimore	6	6	...	...	...
Calvert	3	*2	1	...	...
Caroline	6	6	...	...	2
Carroll	12	9	1	2	3
Cecil	8	*8	...	...	2
Charles	2	2	...	...	*1
Dorchester	†7	4	2	†1	1
Frederick	11	6	...	5	1
Garrett	5	5	...	...	...
Harford	8	6	1	1	...
Howard	6	3	1	2	...
Kent	†4	3	1	†	*1
Montgomery	††8	6	1	††1	...
Prince George's	9	6	3	...	1
Queen Anne's	5	5	...	...	3
St. Mary's	‡4	‡2	2	...	...
Somerset	6	**5	1	...	*1
Talbot	6	*6	...	...	2
Washington	7	7	...	...	†
Wicomico	7	***6	1	...	2
Worcester	5	5	...	...	†°3
Total Counties	‡††††150	**** ****‡120	16	††††14	†16
Baltimore City	5	5	...	...	1
Total State	‡††††155	125	16	††††14	†17

* Each * represents one two-teacher first group school.

† Excludes one school not approved because of small enrollment or one year of work.

‡ Includes St. Mary's Seminary and Charlotte Hall, first group schools under private auspices, which taught St. Mary's County pupils at county expense.

° Two schools.

The map on page 28 gives the distribution of high schools in the counties. The group of each high school for white pupils and whatever provision is made for courses in vocational agriculture and home economics are shown. Except for parts of counties in southern Maryland, and a part of Dorchester County, the State seems to be well dotted with high schools. The chart at the lower left corner of the map represents the change

TABLE 6

NEW APPROVED HIGH SCHOOLS AND HIGH SCHOOLS WHICH HAVE CHANGED THEIR GROUPING DURING THE SCHOOL YEAR 1925-26.

New Schools	Group	County	Former Group	Schools Changing Group	New Group	County
Pennsylvania Ave.	3	Allegany	2	Glen Burnie	1	Anne Arundel
Wolfsville	3	Frederick	3	Solomon's	2	Calvert
West Friendship	3	Howard	2	Charles Carroll	1	Carroll
Bethesda	*	Montgomery	3	Elkton Colored	2	Cecil
Oxon Hill	2	Prince George's	2	Glasva	1	Charles
Maryland Park	2	Prince George's	2	Pomonkey Colored	1	Charles
Hagerstown Colored	*	Washington	3	Crapo	2	Dorchester
Berlin Colored	*	Worcester	2	Darlington	3	Harford
			*	Betterton	†	Kent
			3	Kennedyville	†	Kent
			2	Chestertown Colored	1	Kent
			3	Dickerson	*	Montgomery
			3	Takoma Park—Silver Springs	2	Montgomery
			3	Fort Foote	†	Prince George's
			2	Marlboro Colored	1	Prince George's
			3	River Springs	2	St. Mary's
			3	Mechanicsville	2	St. Mary's
			2	Mt. Vernon	1	Somerset
			2	Princess Anne Colored	1	Somerset
			2	Cordova	1	Talbot
			3	Powellville	†	Wicomico

† Abandoned.
* Did not meet all requirements for approval.

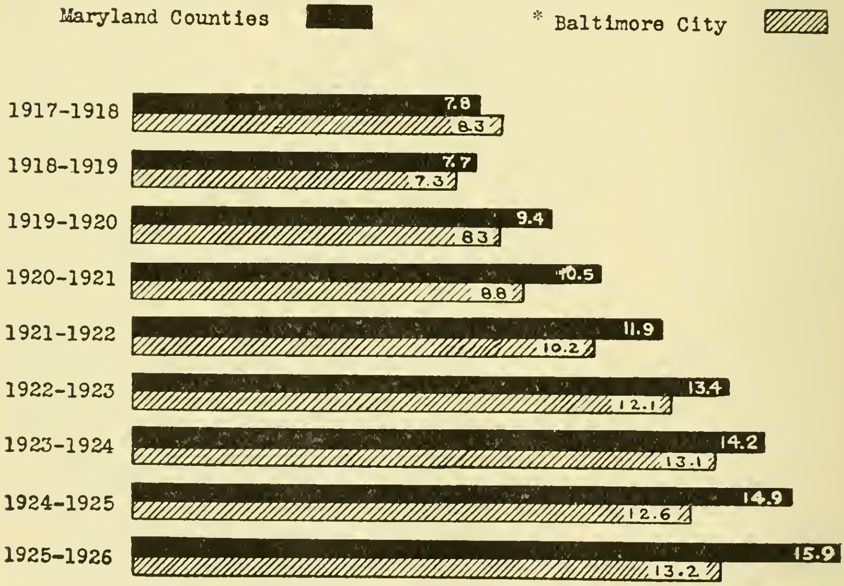
in the number of approved high schools of each group for white and colored pupils separately from 1920 to 1926. It is clear from the chart that the number of white first group high schools is 3½ times greater in 1926 than in 1920. (See Table 4 for the number of high schools of each group from 1920 to 1926.)

Proportion of Pupils in High School Increasing

That more and more pupils are taking advantage of the opportunity for a high school education is apparent, if comparison is made over a period of years of the per cent that the number attending high school is of the combined white elementary and high school attendance. This is the fourth item in the Ayres' index number of school efficiency. (See Chart 3).

CHART 3

THE NUMBER OF PUPILS ATTENDING WHITE HIGH SCHOOLS
FOR EVERY 100 WHITE PUPILS ATTENDING SCHOOLS
IN THE COUNTIES AND BALTIMORE CITY
1917 - 1926



* Last four years of high school only.

Of every 100 white pupils attending county schools, 16 are in the senior high schools in 1926 as against 8 in 1918. The number has therefore doubled in a period of eight years and in the counties there has been a steady increase each year.

Table 7 gives a comparison of the number in high schools for each 100 pupils "belonging" in white elementary and high schools combined for 1924, 1925 and 1926. Every county except four, (Calvert, Carroll, Wicomico and Queen Anne's) shows an increase in the proportion of white pupils in high schools in 1926 over 1925; St. Mary's County has 3 more out of each hundred in high school in 1926 than in 1925, and Dorchester, Somerset, Howard, Kent, Montgomery and Prince George's each has 2 more out of each hundred in high school than in 1925.

TABLE 7

RATIO OF "NUMBER BELONGING" IN WHITE HIGH SCHOOLS TO "NUMBER BELONGING" IN WHITE ELEMENTARY AND HIGH SCHOOLS COMBINED BY COUNTIES

County	1924	1925	1926	County	1924	1925	1926
County Average	13.3	14.2	15.1	Carroll	13.7	16.0	15.6
				*Allegany	13.5	15.0	15.1
Worcester	18.9	19.6	21.2	Cecil	14.3	15.1	15.3
Talbot	18.7	20.5	20.6	Prince George's	11.6	12.3	14.3
Wicomico	19.9	20.0	19.6	Calvert	15.5	15.1	14.0
Dorchester	16.7	16.8	19.4	*Anne Arundel	10.2	11.2	12.3
Somerset	15.2	16.7	18.9	Baltimore	11.0	11.3	12.1
Caroline	18.8	18.2	18.5	*Washington	11.1	11.2	11.9
Kent	15.2	16.2	18.3	Garrett	8.4	9.7	11.3
Queen Anne's	18.3	17.8	17.8	Charles	5.5	9.5	11.1
Montgomery	13.9	15.5	17.6	St. Mary's	3.0	6.2	9.3
Harford	14.8	16.5	17.1				
Frederick	14.9	15.4	16.3	Baltimore City	11.8	12.4	13.1
Howard	12.7	13.7	15.9				

* Allegany, Anne Arundel, and Washington counties have eight grades in the elementary school course. Therefore the ratio of "number belonging" in white high schools to "number belonging" in all white schools would necessarily be relatively smaller in these three counties than in the other twenty counties having but seven grades in the elementary school course.

All the Eastern Shore counties except Cecil make up the first eight on the list. This indicates a greater interest in higher education on the Shore, although a lack of opportunities for employment which take a good many pupils on the Western Shore from school may be a contributing factor. Worcester, Talbot, Wicomico, Dorchester, Somerset, Caroline, Kent and Queen Anne's Counties all have more than 18 per cent of their pupils in high school. While St. Mary's, Charles and Garrett are at the bottom of the list with from 9 to 11 per cent in high school, they show considerable gains from year to year.

Excess of 2300 Girls Over Boys in County High Schools

In all of the counties girls continue to exceed the boys in number, not because of an excess of girls in the population but because the boys drop out of school earlier due to many causes. However, the disproportion between county boys and girls in high school is decreasing slightly each year. All of our statistics of non-promotion and over-ageness show a greater amount of failure for boys than for girls in all grades of the elementary and high school course, which factors may have considerable bearing on the boys leaving school before completing their high school work. The fifth item in the Ayres' index number is the ratio of boys to girls in high school, the assumption being that the school system which carries education as far for its boys as for its girls is the most efficient.

In Table 8 the Maryland counties are ranked in ratio of boys to girls.

TABLE 8

THE NUMBER OF BOYS IN WHITE HIGH SCHOOLS FOR 100 GIRLS.

COUNTY	1922	1923	1924	1925	1926
County Average	74.3	75.5	76.2	77.5	78.6
Montgomery	63.7	68.5	76.7	81.4	90.9
Frederick	85.5	93.3	84.8	86.3	89.9
Charles	82.8	81.8	69.4	76.8	89.6
Howard	56.8	62.4	63.1	78.4	87.0
Baltimore	79.2	87.8	87.4	88.0	85.2
Carroll	72.0	74.4	74.2	75.5	83.8
Anne Arundel	75.5	68.2	60.1	71.3	82.6
Washington	94.6	94.4	87.6	79.6	81.2
Prince George's	74.8	74.4	77.8	82.9	80.2
Talbot	79.7	81.9	78.0	81.3	79.5
Allegany	61.9	61.6	67.7	72.8	75.7
Garrett	76.5	84.8	78.5	75.7	75.7
Dorchester	78.6	70.9	71.7	70.3	74.7
Somerset	82.1	88.1	86.1	91.2	74.2
Harford	66.2	69.3	84.8	85.7	72.5
Worcester	63.4	61.0	67.3	68.3	69.6
Cecil	85.0	80.6	74.2	68.6	69.4
Kent	68.5	71.8	75.7	65.1	69.4
St. Mary's	....	50.0	96.6	85.5	68.5
Caroline	68.0	64.3	69.4	74.6	68.2
Wicomico	72.5	70.1	68.6	68.3	66.3
Queen Anne's	61.8	64.6	68.0	62.5	63.0
Calvert	77.6	74.4	71.8	68.3	59.1
Baltimore City	106.2	98.6	96.7	95.7	100.5
State Average	85.7	84.5	82.1	84.4	87.4

The average county has increased from 74.3 boys for every one hundred girls in 1922 to 78.6 in 1926, the increase being about one more boy each year. Some of the counties have made steady advances over the four year period. Montgomery, which heads the list with 91 boys for every 100 girls in 1926, had only 64 in 1922. Howard, Carroll, and Allegany have been increasing consistently. In the other counties the figures appear erratic and there seems no definite tendency.

SCHOOL ATTENDANCE

An excellent bulletin on school attendance in Worcester County gives the following brief summary of the necessity for regular and punctual attendance and of the work of the attendance officer.

> "Regular and punctual attendance is necessary if satisfactory school work is to be done. Teachers are often compelled to waste the time of the pupils in regular attendance attempting to keep those who attend irregularly up to the grade. On the other hand, the pupil whose attendance is full of interruptions becomes discouraged when he finds that to comprehend the lessons of today he must have the knowledge and experience of yesterday.
>
> "Great responsibility rests on the parent who permits his child to be absent from school so often that he loses all interest in school work. Many parents are willing to undergo hardship in order to keep their children in school regularly. It is the unusual parent who is so short-sighted or grasping that he will deliberately choose his own comfort or a few dollars earned by children kept home from school rather than school advantages. It is for the protection of the children of this type of parents that the compulsory attendance laws were placed on the statute books of Maryland.
>
> "The Attendance Officer of Worcester County, in meeting the non-attendance problems, has used as her chief means private conferences and personal interviews with parents. She visited during the year 225 families to investigate the reason for non-attendance of pupils. It was necessary in a few instances to present cases to the magistrate. However, most of the cases were adjusted satisfactorily with the parent without further action. In many instances parents violating the attendance law have been willing to send their children to school immediately upon receipt of a letter from the Attendance Officer notifying them of their misdemeanor, thus avoiding the necessity of a personal visit. The attendance officer during the year wrote 668 letters of this character. In order to secure data regarding delinquent pupils and to supervise the keeping of the school records, 326 visits were made to the schools during the year.
>
> "Whenever the absence of pupils was due to improvident parents, necessary apparel was secured by the Attendance Officer and delivered to the needy families. If it had not been for this assistance, many pupils could not have remained in school without serious consequences to the children themselves.
>
> "Another phase of the Attendance Officer's work is to supervise the taking of the school census, to keep all records of children in the office up-to-date, and to compile statistics on attendance required by the State Department of Education. This work alone required 121 days of office work during the working year of approximately 275 days, leaving about 150 days for visits to schools and homes.'"

One of the counties, Allegany, included among its objectives the following slogan—"Every child in school every day or know why he is absent."*

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* See also attendance as a cause for failure on page 71.

1926 ATTENDANCE COMPARED WITH 1925

Each white elementary school pupil enrolled in the counties attended school 151 days in 1926, an increase of 27 days over the corresponding figure in 1920. In white high schools 160 days for 1926 was an increase of 10 days over 1920. There was no change in white schools from 1925 to 1926. For colored schools the average number of days attended by each pupil enrolled was 118 in 1926, an increase of 4 days over 1925 and of 33 days over 1920. There has been a gain since 1920 in attendance for each white pupil enrolled of nearly 1½ months and for each colored pupil of over 1½ months.

In Table 9 it will be seen that there was little improvement in the per cent of the average number belonging in average attendance in 1926 over 1925 except in white rural and colored schools, but these schools were the ones having most unsatisfactory attendance conditions. The white graded elementary schools showed a slight decrease in attendance and the high schools had no change. It probably is not unreasonable to expect all of the counties to make every effort to meet the average per cent of attendance found in the counties—83.5 per cent in white one-teacher schools, 86 per cent in two-teacher schools, and 89 per cent in graded schools.

TABLE 9

PER CENT OF ATTENDANCE IN MARYLAND COUNTIES, 1923-1926

Type of School	1923	1924	1925	1926	1926 Increase over 1925
One Teacher	79.4	80.9	83.1	83.5	.4
Two Teacher	82.2	83.8	85.8	85.9	.1
Graded	87.3	88.3	89.4	88.9	— .5
White Elementary	84.2	85.5	87.2	87.2	0
White High	91.9	92.3	92.6	92.6	0
Colored Elementary	76.2	78.2	80.1	80.4	.3
Colored High	89.3	88.8	89.3	90.6	1.3

Every county except Calvert, Charles and Howard, employed a person other than the county superintendent to act as attendance officer during the past year. Since Calvert appointed an officer in the fall of 1926, this condition is at present true in Charles and Howard Counties only. The number of administrative duties which are required of the county superintendent makes it difficult indeed to do the kind of follow-up work in individual cases which is the only sure method of improving bad attendance conditions.

Attendance in White High Schools

All of the counties which had an attendance in 1926 above that found in the average county (92.6 per cent), except Anne Arundel and St. Mary's, showed a gain for 1926 over 1925. Baltimore, Calvert and Carroll also had a better attendance in 1926 than in 1925. Allegany County is at the top of the list with 95.3 per cent and Wicomico is second with 94.5 per cent. Howard and Kent were the only counties with an attendance of less than 90 per cent. The range in the county high schools was from 88.7 per cent to 95.3 per cent. (See Table 10.)[1]

TABLE 10

PER CENT OF ATTENDANCE IN WHITE HIGH SCHOOLS, 1923-1926

County	1923	1924	1925	1926
County Average	91.9	92.3	92.6	92.6
Allegany	94.8	94.8	95.2	95.3
Wicomico	92.3	92.8	94.5	94.5
Dorchester	92.4	93.2	93.5	93.6
Talbot	93.2	94.0	93.3	93.6
Washington	93.1	93.1	93.1	93.3
Anne Arundel	92.1	94.4	93.9	93.2
Frederick	91.5	91.5	92.4	93.2
Worcester	91.7	91.3	92.1	93.0
St. Mary's	86.8	96.7	95.1	92.8
Caroline	91.2	92.4	92.5	92.6
Charles	88.7	92.4	92.4	92.6
Cecil	92.0	91.5	92.3	92.2
Garrett	90.2	90.5	92.7	92.1
Baltimore	91.3	91.8	91.8	92.0
Calvert	93.5	90.7	90.8	92.0
Carroll	88.7	90.7	91.0	92.0
Queen Anne's	91.9	91.5	92.3	91.9
Prince George's	91.8	92.3	91.8	91.2
Somerset	91.4	92.2	93.1	91.2
Montgomery	88.9	91.1	90.4	90.4
Harford	91.2	91.0	91.5	90.2
Kent	90.2	91.0	91.1	89.9
Howard	89.9	89.4	89.8	88.7
Baltimore City	91.5	92.0	91.8	92.4
State	91.6	92.2	92.3	92.6

Attendance in White Elementary Schools

The per cent of attendance in white and colored elementary schools from 1923 to 1926 is given in Table 11. In most of the counties, fluctuations in attendance appear from year to year. There are six counties, however, which have forged ahead or had no lower attendance percentage in white elementary schools each year—Caroline, Somerset, Washington, Montgomery, Carroll, and Baltimore. Allegany, Caroline, Somerset, and Wicomico counties have a percentage of attendance above 90, while there are six at the opposite extreme below 85—Calvert, St. Mary's, Charles, Howard, Carroll and Harford. Since Carroll has been gaining consistently it will probably soon leave this lowest group. Attendance varies from 78.1 per cent in Calvert to 91.6 per cent in Allegany. (See Table 11).[1]

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[1] For attendance by counties arranged alphabetically see Table V, page 279 and for individual high schools, see Table XXXII, pages 306 to 311.

TABLE 11

PER CENT OF ATTENDANCE* 1923-1926 IN WHITE AND COLORED ELEMENTARY SCHOOLS.

WHITE ELEMENTARY SCHOOLS, PER CENT OF ATTENDANCE*					COLORED ELEMENTARY SCHOOLS, PER CENT OF ATTENDANCE*				
COUNTY	1923	1924	1925	1926	COUNTY	1923	1924	1925	1926
County Average	84.2	85.5	87.2	87.2	County Average	76.2	78.2	80.1	80.5
Allegany	89.0	91.0	92.2	91.6	Wicomico	84.8	84.8	88.1	89.3
Caroline	86.5	89.1	89.9	90.6	Talbot	84.3	88.5	89.9	89.2
Somerset	83.3	84.7	89.0	90.4	Washington	81.7	86.8	88.1	89.2
Wicomico	86.5	87.3	90.3	90.2	Somerset	80.5	80.2	86.4	88.6
Talbot	85.8	88.1	90.5	89.3	Allegany	87.4	89.0	90.3	88.4
Prince George's	84.9	87.6	88.8	88.6	Frederick	84.6	85.1	86.7	87.8
Washington	84.9	86.1	87.3	88.0	Caroline	76.4	82.1	81.1	84.8
Kent	86.7	86.9	88.1	87.8	Baltimore	75.4	78.4	81.9	84.2
Queen Anne's	85.4	85.6	87.8	86.9	Cecil	74.4	80.1	83.4	83.7
Frederick	83.6	83.1	86.0	86.8	Kent	73.4	80.3	79.9	81.5
Baltimore	84.0	85.1	86.7	86.7	Harford	79.9	81.6	85.2	81.0
Worcester	83.5	82.8	85.2	86.4	Worcester	80.1	82.7	83.0	80.8
Cecil	84.8	85.1	86.0	85.9	Montgomery	80.8	79.6	81.8	80.5
Montgomery	81.9	82.9	84.9	85.9	Prince George's	76.4	78.0	78.9	80.1
Anne Arundel	84.5	85.4	86.5	85.7	Anne Arundel	71.2	74.6	79.1	79.0
Garrett	83.9	84.6	87.1	85.5	Dorchester	74.2	78.4	76.0	76.6
Dorchester	81.2	86.4	85.8	85.4	Howard	71.0	75.1	74.2	73.2
Harford	84.5	86.1	86.0	84.7	Charles	66.8	70.1	68.0	72.8
Carroll	79.4	81.2	82.9	84.5	St. Mary's	62.9	66.6	68.2	71.5
Howard	84.0	83.4	85.1	83.3	Queen Anne's	73.1	77.8	75.4	70.7
Charles	79.5	81.1	83.1	83.0	Carroll	72.0	71.0	72.2	70.0
St. Mary's	74.5	80.0	82.0	81.7	Calvert	65.3	61.9	70.6	66.8
Calvert	79.9	78.0	79.6	78.1					
Baltimore City	89.8	89.2	90.6	91.5	Baltimore City	87.0	86.7	89.4	87.8
State	86.7	87.1	88.7	89.0	State	79.9	81.3	83.5	83.4

Attendance in Various Types of White Elementary Schools

Five of the Eastern Shore counties—Talbot, Somerset, Caroline, Wicomico, and Kent—led the State in attendance in one-teacher schools. These counties, together with Prince George's, all had 86 per cent or more of the average number belonging in one-teacher schools in average attendance. Eight counties had a poorer attendance in 1926 than in 1925. The per cent of attendance in one-teacher schools varied from 77.5 per cent in the lowest county to 92.6 per cent in the highest.

Two-teacher schools had less variation in attendance, the lowest county, Dorchester, having 81.6 per cent and the highest counties, Somerset and Wicomico, having 91.7 per cent. Ten of the counties made no gain over the 1925 attendance in two-teacher schools.

The graded schools in 16 counties had a lower attendance in 1926 than in 1925. There are evidently tendencies operating to affect attendance in the graded schools more adversely than in the rural schools. The variation between attendance in the graded schools of the county having the poorest and the best attendence was practically the same as in the one-teacher schools—from 78 to 92 per cent. (See Table 12).[1]

TABLE 12

PER CENT OF ATTENDANCE, 1924, 1925 AND 1926

IN TYPES OF WHITE ELEMENTARY SCHOOLS

White One Teacher Schools				White Two Teacher Schools				White Graded Schools			
County	1924	1925	1926	County	1924	1925	1926	County	1924	1925	1926
County Ave.	80.9	83.1	83.5	County Ave.	83.8	85.8	85.9	County Ave.	88.3	89.4	88.9
Talbot	87.2	89.9	92.6	Somerset	83.3	90.3	91.7	Allegany	92.4	93.3	92.4
Somerset	81.7	87.5	90.9	Wicomico	86.3	90.0	91.7	Garrett	89.9	92.5	91.9
Caroline	88.3	88.4	88.9	Allegany	88.9	91.7	90.5	Caroline	89.9	91.0	91.7
Wicomico	83.9	88.1	88.6	Queen Anne's	86.5	87.8	89.9	Wicomico	89.3	91.5	90.8
Kent	84.8	84.8	86.2	Kent	85.8	88.9	89.8	Washington	88.8	89.2	90.1
Prince George's	83.3	86.2	86.0	Caroline	87.9	88.7	89.7	Somerset	86.7	88.9	89.6
Anne Arundel	77.6	82.6	84.8	Garrett	87.7	90.6	88.5	Prince George's	89.0	89.8	89.5
Allegany	82.9	83.9	84.7	Cecil	86.5	86.6	88.2	Frederick	86.4	89.3	89.4
Queen Anne's	82.9	85.0	84.3	Talbot	86.7	90.4	87.4	St. Mary's	81.6	92.4	89.2
Frederick	79.6	82.3	84.1	Prince George's	85.8	86.6	86.5	Talbot	88.5	90.6	88.7
Baltimore	82.3	83.5	84.0	Worcester	82.6	83.1	85.6	Worcester	89.3	91.5	88.5
Cecil	81.7	83.1	83.8	Baltimore	82.5	84.1	85.4	Montgomery	86.3	87.3	88.3
Dorchester	81.3	81.9	83.3	Anne Arundel	81.9	83.1	85.3	Kent	88.3	89.4	87.8
Carroll	78.2	80.6	83.0	Frederick	80.3	84.6	84.9	Queen Anne's	88.3	90.3	87.8
Washington	80.1	82.0	82.1	Charles	84.3	85.4	84.8	Dorchester	89.5	88.9	87.6
Harford	82.7	83.2	82.0	Montgomery	80.5	82.2	84.5	Harford	88.9	88.2	87.4
Garrett	81.2	83.9	81.7	Howard	81.9	86.0	84.2	Baltimore	86.2	87.8	87.2
Montgomery	78.1	82.0	81.7	St. Mary's	81.4	85.3	83.6	Carroll	84.3	86.0	86.6
Worcester	77.0	80.4	81.6	Washington	80.6	83.9	83.2	Cecil	87.3	87.8	86.5
Howard	82.5	83.0	81.2	Harford	85.6	85.8	83.0	Anne Arundel	87.9	87.8	85.9
Charles	77.3	79.1	80.2	Carroll	81.4	81.8	82.8	Charles	88.4	88.2	85.6
St. Mary's	79.3	80.2	80.0	Calvert	81.7	81.5	82.2	Howard	85.8	87.1	84.5
Calvert	77.2	79.2	77.5	Dorchester	86.7	83.6	81.6	Calvert	0	0	77.8

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[1] For per cent of attendance by counties arranged alphabetically. See Table V, page 279.

Colored Elementary School Attendance

Attendance in colored elementary schools is improving each year in nearly one half of the counties—Wicomico, Washington, Somerset, Frederick, Baltimore, Cecil, Prince George's, and Saint Mary's showing continual progress. Six counties have an attendance in colored schools of 85 per cent or more—Wicomico, Talbot, Washington, Somerset, Allegany, and Frederick. There are on the other hand six having less than 75 percent—Calvert, Carroll, Queen's Anne's, St. Mary's, Charles, and Howard. The patrons and teachers of colored schools should recognize the fact that school opportunities now provided are being wasted if one third to one fifth of the pupils are absent on the average each day. If teachers are attempting to accomplish a definite amount of work during the school year, it is impossible for pupils to be absent without suffering the consequences in inability to carry on advanced work, breeding lack of interest and ending in probable retardation. (See Table 11, page 38, and also Table V, page 279.)

MONTHLY ATTENDANCE

During the school year ending in June, 1926, in all types of schools, the poorest attendance was found in the month of February, whereas January was lowest in the preceding year. Bad weather and epidemics during the month in question each year usually account for the lowest drop in the number and per cent attending school. The highest point in number belonging in white and colored elementary schools occurred in January and in white high schools in October. (See Table 13, page 41.)

In all types of white and colored elementary schools the highest attendance occurred in the first month of school with a gradual decrease each month until the sudden decline in February, after which there was an increase each month.

In chart 4 at the left the solid line at the top represents the number of thousand pupils belonging each month in white elementary schools, while the solid line just below represents the thousands attending each month. At the left at the bottom of the chart the dotted lines indicate the thousands belonging and attending white high schools. The apparent drop in number belonging and attending in June is accounted for by the closing of schools in Somerset, Washington, and Wicomico Counties at the end of May. At the right the lower solid line indicates the monthly per cent of attendance in white elementary schools obtained by dividing the average number attending by the average number belonging each month. Attendance in the high schools was good in January, despite the drop for the elementary schools.

TABLE 13

AVERAGE NUMBER BELONGING AND PER CENT OF AVERAGE NUMBER BELONGING IN AVERAGE ATTENDANCE BY MONTHS IN MARYLAND COUNTY SCHOOLS, 1925-1926.

MONTH	WHITE SCHOOLS					COLORED SCHOOLS	
	One Teacher Schools	Two Teacher Schools	Graded Schools	All Elementary Schools	High Schools	Elementary Schools	High Schools
	Average Number Belonging						
September	20,223	14,527	58,253	93,003	17,649	16,200	600
October	22,599	15,485	60,280	98,364	18,227	23,445	847
November	23,602	15,725	60,792	100,119	18,161	25,383	913
December	23,910	15,749	60,930	100,589	17,959	25,902	909
January	24,186	15,647	61,004	100,837	17,676	26,768	903
February	24,068	15,505	60,896	100,469	17,599	26,758	872
March	23,707	15,188	60,703	99,598	17,415	26,315	854
April	23,273	14,967	60,252	98,492	16,966	25,371	816
May	22,655	14,642	59,502	96,799	16,616	23,150	796
June	18,454	12,394	46,784	77,632	13,157	2,711	445
Entire Year	23,139	15,121	60,375	98,635	17,516	25,171	850
	Per Cent of Attendance						
September	90.2	92.7	95.2	93.7	95.6	91.1	94.8
October	87.4	89.9	92.4	90.9	94.1	85.1	92.8
November	86.6	88.3	91.1	89.6	93.3	82.1	91.2
December	85.3	86.7	88.7	87.6	91.5	79.4	88.1
January	82.5	83.3	87.0	85.3	92.6	78.6	89.9
February	73.3	76.0	80.6	78.1	88.2	72.4	86.6
March	81.6	83.1	86.8	85.0	90.8	79.2	89.2
April	82.5	85.4	88.7	86.7	92.5	80.4	92.3
May	82.5	86.3	89.2	87.2	92.8	82.6	91.8
June	86.8	90.2	92.6	90.9	96.1	87.8	95.6
Entire Year	83.5	85.9	88.9	87.2	92.6	80.5	90.6

CHART 4

AVERAGE NUMBER BELONGING TO AND ATTENDING MARYLAND COUNTY WHITE SCHOOLS, AND PER CENT OF ATTENDANCE BY MONTHS, YEAR ENDING IN JUNE, 1926

Average Number Belonging and Attending

Per Cent of Attendance

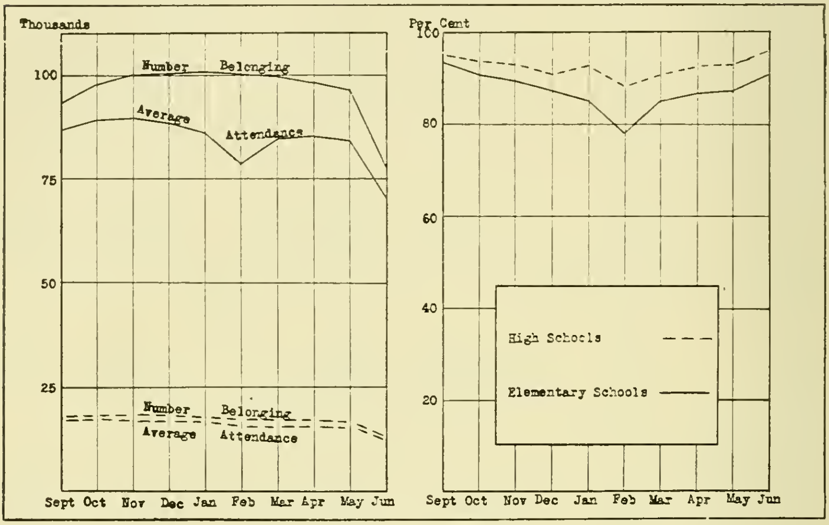


CHART 5

AVERAGE NUMBER BELONGING TO AND ATTENDING MARYLAND COUNTY WHITE ONE-TEACHER, TWO-TEACHER AND GRADED SCHOOLS, AND PER CENT OF ATTENDANCE BY MONTHS, YEAR ENDING IN JUNE, 1926

Average Number Belonging and Attending

Per Cent of Attendance

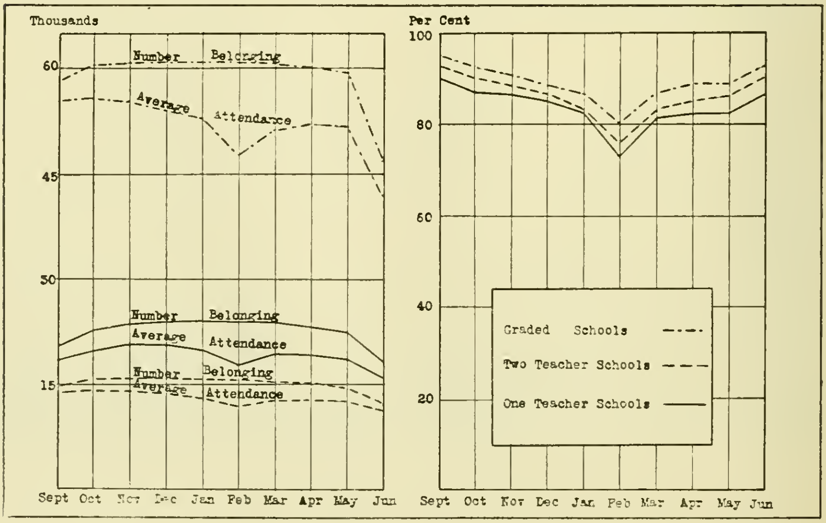
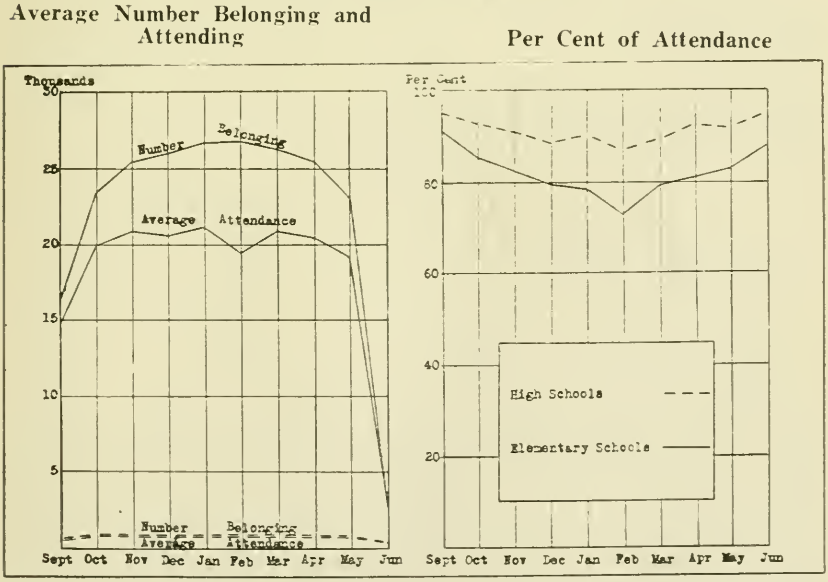


Chart 5 gives similar figures for the various types of elementary schools, the graded schools being at the top in both the left and right hand portions of the chart. The number of pupils belonging to and attending two-teacher schools is smaller than the number in one-teacher schools, so that the number belonging and attending in two-teacher schools appears at the bottom of the left section. On the right, however, the one-teacher schools appear lowest in per cent of attendance in every single month. An increase in consolidation of schools with provision for transportation will tend to eliminate the low percentage of attendance found for the 25,000 pupils attending one-teacher schools.

Chart 6 at the left indicates that not all of the colored schools were open in September. Three counties—Kent*, Queen Anne's, and Talbot—did not open the colored schools until October. Colored schools in Howard were not open in May and only five counties—Allegany, Baltimore, Caroline, Carroll, Cecil, and Harford continued the colored elementary schools in session in June. Allegany, Anne Arundel, Charles, Dorchester, Frederick, Kent and Talbot in addition to Carroll and Cecil kept the colored high schools open in June. (See Table 13 and Chart 6.)

CHART 6

AVERAGE NUMBER BELONGING TO AND ATTENDING MARYLAND COUNTY COLORED SCHOOLS, AND PER CENT OF ATTENDANCE BY MONTHS, YEAR ENDING IN JUNE, 1926


Average Number Belonging and Attending

Per Cent of Attendance

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* The high school in Kent did open in September.

CAUSES OF LONG ABSENCE

Teachers reported on the chief cause of absence for each pupil absent 40 days or more. (See Table 14.) There was an increase over last year in the number of such absentees in white schools, but a decrease in the colored schools.

TABLE 14

CAUSES OF LONG ABSENCE, PER CENT OF PUPILS ABSENT 40 DAYS OR MORE, 1925-26

Cause of Absence	One Teacher Schools	Two Teacher Schools	Graded Schools	All White Elementary Schools	White High Schools	Colored Schools
Death, Sickness, Physical and Mental Defects	10.1	9.3	7.5	8.4	2.1	9.0
Poverty, Indifference, Neglect	7.1	6.3	4.3	5.3	2.0	9.6
Illegally Employed	3.0	2.1	0.6	1.4	0.0	1.7
Bad Weather and Roads	3.1	1.3	0.3	1.1	0.3	4.8
Other Causes	1.2	0.8	0.2	0.6	0.6	1.6
Total	24.5	19.8	12.9	16.8	5.0	26.7
Number Absent 40 Days or More	6,022	3,089	7,952	17,063	930	7,563

Sickness was the chief cause of the increase in long absence, as the following comparison will show:

TABLE 15

PER CENT ABSENT 40 OR MORE DAYS FOR SICKNESS

Type of School.	1925.	1926.
One Teacher Schools	9.3	10.1
Two Teacher Schools	8.3	9.3
Graded Schools	6.1	7.5
All White Elementary Schools	7.3	8.4
White High Schools	1.9	2.1
Colored Schools	7.3	9.0

The State Health Department is exercising far more supervision over the health in the counties than ever before. One of the most important school objectives is the teaching of hygiene, which should function in decreasing absence due to sickness. Certainly there are better buildings, there is more attention paid to ventilation, and there is greater recognition by teachers of health as an objective. We trust that these changed emphases will be manifested soon in fewer absences for illness.

TABLE 16

PER CENT OF PUPILS ABSENT 40 DAYS OR MORE, SCHOOL YEAR ENDING JULY 31, 1926.

COUNTY	One-Teacher Schools					Two-Teacher Schools					Colored Elementary Schools				
	For Sickness	Poverty, Indifference, Negligence	Illegal Employment	Bad Weather and Roads	Total	For Sickness	Poverty, Indifference, Negligence	Illegal Employment	Bad Weather and Roads	Total	For Sickness	Poverty, Indifference, Negligence	Illegal Employment	Bad Weather and Roads	Total
Average County	10.1	7.1	3.0	3.1	23.3	9.3	6.3	2.1	1.3	19.0	9.0	9.6	1.7	4.8	25.1
Allegany	10.8	7.0	0.2	5.6	23.6	4.9	5.0	0.6	1.3	11.8	5.0	7.6	0.3	0.7	13.6
Anne Arundel	15.3	3.3	0.9	0.9	20.4	6.3	9.2	1.8	2.2	19.5	9.7	11.9	1.9	2.8	26.3
Baltimore	10.9	6.3	2.0	2.6	21.8	11.4	6.5	2.8	0.7	21.4	8.7	14.8	1.9	2.9	28.3
Calvert	16.5	11.9	3.7	4.1	36.2	18.4	3.4	0.0	4.6	26.4	15.0	22.7	5.1	6.3	19.1
Caroline	4.0	3.6	1.8	0.4	9.8	3.5	4.2	0.4	0.0	8.1	4.5	5.8	1.4	1.2	12.9
Carroll	8.7	7.5	7.3	2.4	25.9	10.0	8.1	6.7	1.7	26.5	19.5	14.2	0.2	5.0	40.8
Cecil	10.1	7.6	1.5	4.3	23.5	7.9	3.4	0.3	0.7	12.3	6.3	7.4	0.4	6.1	20.2
Charles	10.8	10.2	4.3	7.5	32.8	9.8	7.8	1.1	1.1	19.8	11.6	13.5	1.9	8.7	35.7
Dorchester	6.6	11.7	3.7	2.3	24.3	14.9	11.7	3.5	0.8	30.9	8.7	12.9	2.9	5.5	30.0
Frederick	8.0	8.1	3.7	1.3	21.1	10.5	7.1	3.0	1.3	21.9	4.4	3.5	0.6	3.1	11.6
Garrett	9.7	5.6	2.4	7.4	25.1	5.7	5.7	0.7	3.2	15.3	......	......	......	......	......
Harford	12.9	8.8	2.1	2.1	25.9	14.5	6.9	2.7	0.9	25.0	13.4	8.5	0.1	3.7	25.7
Howard	18.0	7.9	1.7	1.6	29.2	12.0	5.1	2.0	1.1	20.2	12.0	14.9	0.4	4.6	31.9
Kent	11.8	0.5	1.9	1.2	15.4	3.8	3.0	2.6	0.4	9.8	7.5	9.3	0.7	3.4	20.9
Montgomery	11.9	7.9	3.7	3.6	27.1	9.3	6.7	2.4	2.5	20.9	10.2	6.8	0.9	5.8	23.7
Prince George's	8.7	5.5	1.0	1.3	16.5	9.6	4.1	1.2	0.6	15.5	11.3	9.9	1.2	4.2	26.6
Queen Anne's	10.6	3.7	2.8	9.2	26.3	5.5	0.7	1.3	1.9	9.4	10.4	7.4	5.2	24.9	47.9
St. Mary's	13.9	9.4	6.6	3.9	33.8	9.0	11.8	2.4	2.6	25.8	12.8	16.7	4.8	8.5	42.8
Somerset	5.0	2.6	0.0	0.4	8.0	2.0	2.3	0.3	0.0	4.6	3.4	1.7	1.4	3.5	10.0
Talbot	4.2	2.8	0.0	1.4	8.4	6.7	1.4	0.0	1.8	9.9	3.8	2.3	0.4	1.5	8.0
Washington	12.3	8.4	2.2	1.9	24.8	13.0	8.0	2.1	1.4	24.5	7.1	5.3	0.5	0.5	13.4
Wicomico	4.9	5.0	1.3	0.4	11.6	0.5	1.8	1.1	0.0	3.4	2.4	2.9	0.2	1.7	7.2
Worcester	11.3	8.6	4.7	1.1	25.7	6.2	5.0	2.5	4.4	18.1	11.1	8.0	1.4	3.0	23.5

Perhaps the consolidation of schools and transportation of pupils from rural centers to larger schools are causing a decrease in the per cent of pupils absent from poverty, indifference, neglect and illegal employment in the rural schools, and an increase for the graded schools.

The improvement of roads in the counties during the past year did not proceed so fast that there was a reduction in long absence due to bad weather and roads. There was, in fact, a slight increase in white two-teacher, graded, and high schools.

The colored schools had a reduction in absence due to all causes except sickness, a record which it is to be hoped will reappear each succeeding year.

Since these factors are so important, causes of absence have been tabulated by counties for the rural and colored schools. (See Table 16.) Sickness loomed as a large factor in causing long absence in the one-teacher schools of Howard, Calvert, Anne Arundel and St. Mary's counties. In two-teacher schools, Calvert, Dorchester, Harford and Washington were most seriously affected. Colored elementary schools in Carroll, Calvert, Harford, St. Mary's and Howard counties showed the evidence of much sickness in the large per cent of absences due to this cause.

Poverty, indifference and neglect affected most adversely the one-teacher schools in Calvert, Dorchester, Charles and St. Mary's, the two-teacher schools in St. Mary's, Dorchester and Anne Arundel and the colored elementary schools of Calvert, St. Mary's, Howard, Baltimore, Carroll and Charles Counties.

Illegal employment was most in evidence in Carroll, St. Mary's, Worcester and Charles one-teacher schools, in Carroll, Dorchester and Frederick two-teacher schools and in Queen Anne's, Calvert and St. Mary's colored elementary schools.

Bad weather and roads had most serious consequences in long absence in the one-teacher schools of Queen Anne's, Charles, Garrett and Allegany Counties, in the two-teacher schools of Calvert, Worcester and Garrett and in the colored elementary schools of Queen Anne's, Charles, St. Mary's, Calvert and Cecil counties.

PUPILS WHO ATTENDED SCHOOL FEWER THAN 100 AND 140 DAYS

Another indication of improvement in attendance is a reduction in the number and percent of pupils attending school under 100 and 140 days. Pupils who attend less than 100 days are out of school at least one-half of the time schools are open and those attending under 140 days lose at least two months of instruction. Of the white elementary school pupils, 11,533 attended under 100 days, a reduction of 810 below the preceding year. In 1926 this included 11.3 per cent of the pupils compared with 12.2 per cent in 1925, and 15.0 per cent in 1926. While 25,327 white elementary school pupils lost at least two months of school, this was a reduction of 1,170 under the corresponding number in 1925. Whereas 30.7 per cent of the pupils lost at least two months of school in 1924, in 1925 the percentage dropped to 26.1, and in 1926, still lower, to 24.9 per cent.

In every year since 1924, the white graded elementary schools show a superiority over the two-teacher schools, and the two-teacher schools over the one-teacher schools in the percent of pupils present for only a small part of the school year.

The colored elementary schools show considerable reduction in the past three years in the percentage of pupils present fewer than 100 days and fewer than 120 days. In 1926, there were 29.5 per cent of the colored elementary pupils present fewer than 100 days and 41.3 present fewer than 120 days. Even though conditions are much improved over previous years, there is still a considerable proportion of the colored population not making satisfactory use of the education facilities that are available to them. (See Table 17.)

TABLE 17

PUPILS PRESENT UNDER 100 AND 140 DAYS IN 1926

Type of Elementary School	Number Under 100 Days	†Present Under *140 Days	Per Cent †Present Under 100 Days			Under *140 Days		
			1924	1925	1926	1924	1925	1926
White	11,533	25,327	15.0	12.2	11.3	30.7	26.1	24.9
One-Teacher	4,370	9,359	23.4	19.6	17.8	45.4	39.7	38.1
Two-Teacher	1,861	4,196	15.6	13.2	11.9	33.5	29.0	26.9
Graded	5,302	11,772	10.7	8.5	8.6	22.5	19.2	19.1
Colored	8,078	*11,295	35.2	33.2	29.5	*48.3	*46.3	*41.3

† Excluding withdrawals for transfer, removal or death.
* Including for colored schools pupils present under 120 days.

In order that each county may see how it ranks with every other county in the advantage that is taken of educational facilities that are available, Table 18 shows the percentage and rank of each county for the various types of schools.

CAUSES OF LATE ENTRANCE

In 1926 there were 17,735 or 15.6 percent of the white elementary pupils enrolled who entered school after the first month. This was a reduction of 656 pupils under the previous year. The per cent who were late entrants because of employment, negligence or indifference, and just moving to the locality, was lower than the previous year. In 1926 pupils entering late because they were under school age were differentiated from other late entrants. Such cases were found in all of the counties except Allegany, Kent, Talbot, *Caroline, *Wicomico, *Queen Anne's, *Cecil, and *Dorchester. (See Table 19.)

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* One case only in Caroline and Wicomico, 2 in Queen Anne's and Cecil, and 4 in Dorchester.

TABLE 18

PER CENT OF ELEMENTARY SCHOOL PUPILS† ATTENDING UNDER 100 AND 140 DAYS FOR SCHOOL YEAR ENDING JUNE, 1926

County	White One-Teacher Schools		White Two-Teacher Schools		White Graded Schools		Colored Elementary Schools		White One-Teacher Schools		White Two-Teacher Schools		White Graded Schools		Colored Elementary Schools	
	Under 100 Days	Under 140 Days	Under 100 Days	Under 140 Days	Under 100 Days	Under 140 Days	Under 100 Days	Under 120 Days	Under 100 Days	Under 140 Days	Under 100 Days	Under 140 Days	Under 100 Days	Under 140 Days	Under 100 Days	Under 120 Days
Total Number	4,370	9,359	1,861	4,196	5,302	11,772	8,078	11,295								
County Average	17.8	38.1	11.9	26.9	8.6	19.1	29.5	41.3	....	....	....	....	....	....	....	....
Allegany	18.3	33.5	7.3	14.4	6.9	13.2	11.7	15.6	13	10	4	2	3	1	2	2
Anne Arundel	19.7	35.0	10.8	26.6	11.6	25.3	28.9	42.0	16	12	12	11	19	21	12	13
Baltimore	14.1	27.6	11.7	23.4	8.5	18.5	14.4	20.8	8	4	13	8	10	7	3	3
Calvert	21.1	45.5	16.1	35.6	27.4	48.0	54.0	66.8	20	18	19	21	23	23	22	22
Caroline	10.9	27.1	9.2	24.0	8.3	17.2	23.9	37.0	3	3	7	9	8	4	9	9
Carroll	19.6	42.1	17.0	35.5	9.3	23.5	35.8	46.1	15	17	21	20	12	16	16	15
Cecil	17.6	32.7	6.7	14.8	9.6	20.6	21.9	26.9	12	8	3	3	15	13	8	5
Charles	24.9	47.3	16.0	31.6	11.1	24.5	42.5	57.3	23	22	18	16	17	20	18	18
Dorchester	19.2	41.0	16.4	35.4	10.3	25.9	38.9	52.4	14	15	20	19	16	22	17	17
Frederick	13.4	35.5	9.3	26.9	4.6	14.5	16.1	27.1	5	13	8	12	1	2	4	6
Garrett	22.0	46.4	13.3	27.2	8.1	17.7	....	....	21	20	15	13	6	5	....	....
Harford	15.9	34.7	10.2	29.1	7.5	22.4	26.0	37.9	9	11	10	14	4	15	10	11
Howard	16.4	35.8	15.1	33.1	12.5	24.2	44.9	58.1	10	14	17	18	22	19	19	19
Kent	12.0	32.8	4.9	15.0	6.3	19.0	31.0	42.8	4	9	2	4	2	9	14	14
Montgomery	20.1	41.4	14.1	31.8	12.0	23.9	30.4	41.3	17	16	16	17	21	18	13	12
Prince George's	17.1	31.6	11.9	26.5	8.0	18.7	26.4	37.6	11	7	14	10	5	8	11	10
Queen Anne's	13.6	30.4	2.3	11.7	8.4	17.7	46.4	61.9	7	6	1	1	9	6	21	20
St. Mary's	20.9	46.3	10.3	29.7	11.8	19.4	46.1	63.6	19	19	11	15	20	11	20	21
Somerset	10.6	25.9	9.9	20.2	9.4	21.5	19.4	32.1	2	1	9	7	13	14	7	8
Talbot	13.4	29.0	8.5	19.3	9.1	20.0	17.6	27.1	6	5	6	6	11	12	6	7
Washington	23.9	47.1	21.5	43.1	8.2	19.3	9.5	14.3	22	21	23	23	7	10	1	1
Wicomico	9.7	26.5	8.2	15.8	9.5	14.8	16.6	24.6	1	2	5	5	14	3	5	4
Worcester	20.2	48.3	17.5	35.6	11.4	23.8	35.2	47.9	18	23	22	22	18	17	15	16

† Excluding withdrawals for removal, transfer or death.

TABLE 19

PER CENT OF PUPILS WHO ENTERED SCHOOL AFTER THE FIRST MONTH FOR THE FOLLOWING REASONS ASSIGNED BY TEACHERS FOR SCHOOL YEAR ENDING IN JUNE, 1926

REASONS	One-Teacher Schools	Two-Teacher Schools	Graded Schools	All White Elementary	White High	Colored	
						Elementary	High
Number Entering Late......	6,286	2,773	8,676	17,735	1,231	7,872	257
Per Cent Entering Late.....	22.4	15.9	12.7	15.6	6.4	26.3	26.3
Transfer from another school.	8.7	7.3	7.9	8.0	2.3	3.4	0.7
13 years or more, employed..	6.2	3.5	1.0	2.7	2.6	8.3	18.0
Negligence or indifference....	2.5	1.6	1.4	1.6	0.7	6.9	4.3
Just moving to place.........	1.5	1.2	1.2	1.3	0.4	2.5	1.9
Under 13 years, illegally employed...................	1.9	0.9	0.3	0.8	0.1	2.9	0.0
Illness or quarantine........	0.9	0.6	0.6	0.7	0.3	1.3	1.2
Under school age............	0.6	0.7	0.2	0.4	0.0	0.5	0.0
Broken family..............	0.1	0.1	0.1	0.1	0.0	0.5	0.2

The colored elementary schools had a reduction of 1,379 in the number of entrants after the first month, the reduction occurring in late entrance due to employment, negligence or indifference, and in transfers.

In order that the counties may compare with each other in the prevalence of late entrance, the white elementary and colored elementary schools have been ranked in late entrance due to employment, negligence and indifference. The counties have been arranged so that the one having the lowest percentage of late entrants for these causes ranks first.

Allegany, Baltimore, Wicomico, Talbot, and Prince George's rank highest in the State, having from 2 to 3 percent of their white elementary school pupils entering late because of employment, negligence or indifference. On the other hand, Dorchester with 14 percent of its pupils entering late for these causes has the highest percentage in the State of pupils entering late who are under 13 years and illegally employed, and who are kept from starting to school because of the negligence and indifference of parents. In colored elementary schools Washington, Baltimore, Allegany, Talbot, and Kent rank at the top and Dorchester is again at the bottom in late entrants for these causes. A campaign of education of parents on the disadvantages suffered by children who enter late is probably the only means for remedying the conditions in the counties at the bottom of the lists. (See Table 20)

TABLE 20

NUMBER AND PER CENT OF ELEMENTARY SCHOOL PUPILS ENTERING SCHOOL AFTER THE FIRST MONTH BECAUSE OF EMPLOYMENT, INDIFFERENCE OR NEGLECT FOR SCHOOL YEAR ENDING JULY 31, 1926.

COUNTY	WHITE ELEMENTARY SCHOOL PUPILS								COUNTY	COLORED ELEMENTARY SCHOOL PUPILS							
	Number and Per Cent Entering School After First Month for Following Reasons:					Rank in Per Cent Entering After First Month for Following Reasons				Number and Per Cent Entering School After First Month for Following Reasons:					Rank in Per Cent Entering After First Month for Following Reasons		
	Total Number	Total Per Cent	13 Years or More, Employed	Negligence or Indifference	Under 13 Years, Illegally Employed	13 Years or More, Employed	Negligence or Indifference	Under 13 Years, Illegally Employed		Total Number	Total Per Cent	13 Years or More, Employed	Negligence or Indifference	Under 13 Years, Illegally Employed	13 Years or More, Employed	Negligence or Indifference	Under 13 Years, Illegally Employed
Total and Average	5,840	5.1	2.7	1.6	0.8	.....	.....	.....	Total and Average	5,393	18.1	8.3	6.9	2.9	.....	.....	...
Allegany	232	2.0	0.5	1.4	0.1	1	9	1	Washington	10	2.4	1.2	1.2	....	2	2	1
Baltimore	326	2.0	0.8	1.1	0.1	3	5	1	Baltimore	95	4.8	1.8	2.5	0.5	3	6	6
Wicomico	97	2.4	1.8	0.4	0.2	5	1	3	Allegany	16	6.0	......	6.0	....	1	13	1
Talbot	64	3.0	2.0	0.7	0.3	7	3	4	Talbot	98	8.3	7.0	0.9	0.4	9	1	5
Prince George's	222	3.1	0.7	1.8	0.6	2	15	8	Kent	112	10.7	8.2	1.9	0.6	13	3	7
Cecil	162	4.4	1.9	1.6	0.9	6	13	14	Frederick	118	10.9	8.8	1.9	0.2	15	3	3
Somerset	125	4.5	2.2	1.6	0.7	9	13	10	Prince George's	342	11.9	4.9	5.2	1.8	4	12	11
Harford	218	4.8	3.2	0.8	0.8	13	4	12	Wicomico	202	12.8	5.6	4.4	2.8	5	10	15
Worcester	131	4.8	2.9	1.1	0.8	11	5	12	Carroll	46	13.8	8.7	3.6	1.5	14	7	9
Anne Arundel	294	4.9	1.0	3.3	0.6	4	22	8	Worcester	282	15.1	7.7	4.3	3.1	10	9	16
Howard	112	4.9	2.5	2.0	0.4	10	16	5	Charles	270	15.7	5.6	8.4	1.7	5	18	10
Washington	614	5.1	3.0	1.4	0.7	12	9	10	Cecil	80	16.0	6.2	7.2	2.6	7	15	13
Montgomery	275	5.5	2.0	3.1	0.4	7	21	5	St. Mary's	216	16.0	6.5	6.2	3.3	8	14	18
Kent	106	5.9	3.4	1.3	1.2	15	7	16	Montgomery	304	16.2	8.1	7.4	0.7	12	16	8
Frederick	511	6.0	4.2	1.3	0.5	17	7	7	Queen Anne's	158	16.2	11.6	1.9	2.7	18	3	14
Queen Anne's	146	7.2	4.3	0.5	2.4	18	2	22	Caroline	204	18.8	14.1	4.4	0.3	21	10	4
Charles	138	7.6	3.2	2.1	2.3	13	17	21	Harford	188	21.3	11.3	7.7	2.3	16	17	12
Calvert	82	8.8	4.1	2.8	1.9	16	20	19	Somerset	502	23.5	13.8	4.1	5.6	20	8	21
Garrett	473	9.5	7.1	1.5	0.9	23	12	14	Anne Arundel	747	26.4	8.0	15.2	3.2	11	21	17
Caroline	271	9.8	6.6	1.4	1.8	21	9	18	Calvert	342	29.4	11.5	13.7	4.2	17	20	19
Carroll	598	10.2	5.8	2.7	1.7	20	19	17	Howard	248	30.9	13.6	11.7	5.6	19	19	20
St. Mary's	187	11.3	6.9	2.4	2.0	22	18	20	Dorchester	813	42.2	14.7	15.9	11.6	22	22	22
Dorchester	456	14.0	4.9	4.1	5.0	19	23	23	......	.....	.....	.....	.....	.. ..	.....	.....	.....

CAUSES OF WITHDRAWAL

There were nearly 700 fewer withdrawals from causes other than transfer from white elementary schools and 800 fewer from colored elementary schools in 1926 than in 1925. In one-teacher schools the percent withdrawing is 1.7 per cent lower than in the previous year, in two-teacher schools .4 per cent, and in graded schools .1 per cent lower. The colored schools have made the most marked reduction in this respect, the withdrawals including 9.9 per cent of the pupils in 1926 as compared with 12.3 per cent in 1925. Reductions occurred in withdrawals for employment in all types of schools, for poverty and for other causes. In two-teacher and graded schools there was an increase in withdrawals for mental and physical incapacity. The last named withdrawals may have some relation to the increase in long absence in 1926 due to sickness referred to on page 44. (See Table 21).

TABLE 21

CAUSES OF WITHDRAWALS

WITHDRAWALS BY CAUSE FOR YEAR ENDING JUNE 30, 1926

	Number Leaving				Per Cent Leaving			
Causes of Withdrawal	One Teacher Schools	Two Teacher Schools	Graded Schools	Colored Elementary Schools	One Teacher Schools	Two Teacher Schools	Graded Schools	Colored Elementary Schools
Removal, Transfer or Death	3,514	1,849	6,729	2,446	12.5	10.6	9.9	8.2
Employment	1,472	539	1,180	1,347	6.0	3.5	1.9	4.9
Mental and Physical Incapacity	315	267	897	284	1.3	1.7	1.4	1.0
Under 7 or Over 16	335	129	345	403	1.4	0.8	0.6	1.5
Poverty	282	63	314	514	1.1	0.4	0.5	1.9
Other Causes	76	35	182	149	0.3	0.2	0.3	0.6
Total	2,480	1,033	2,918	2,697	10.1	6.6	4.7	9.9

Withdrawals for removal, transfer or death in the counties included 10.6 percent of the total enrollment. Garrett, Prince George's and Howard Counties had more withdrawals of this type than the other counties—nearly 14 per cent. The three Southern Maryland counties, Calvert, St. Mary's, and Charles and Dorchester and Somerset had the smallest number of changes of this character—from 6.5 to 8.5 per cent.

In Table 22 the counties are ranked according to per cent of withdrawals for causes other than removal, transfer and death. The practice and the attitude of the community in the various counties evidently vary considerably, where one county, Baltimore, permits withdrawals for only 3.3 per cent of its enrollment and St. Mary's at the opposite extreme has withdrawals for 14.4 per cent. Employment is the chief cause of withdrawals in all counties except Prince George's and Montgomery in which counties the chief cause is reported as physical and mental incapacity.

TABLE 22

WITHDRAWALS BY CAUSE FROM MARYLAND COUNTY WHITE ELEMENTARY SCHOOLS FOR YEAR ENDING JUNE 30, 1926

COUNTY	Withdrawals for Removal, Transfer or Death		WITHDRAWALS FOR FOLLOWING CAUSES							RANK IN PER CENT WITHDRAWING FOR						
					PER CENT WITHDRAWING FOR											
	No.	Per Cent	Total Number	Total Per Cent	Employment	Mental and Physical Incapacity	Over or Under Compulsory Attendance Age	Poverty	Other Causes	Removal, Transfer or Death	Causes Other Than Removal, Transfer or Death	Employment	Mental or Physical Incapacity	Over or Under Compulsory Attendance Age	Poverty	Other Causes
Total and Average	12,092	10.6	6431	6.3	3.1	1.4	0.8	0.7	0.3							
Baltimore	1,564	9.8	479	3.3	1.5	1.0	0.4	0.2	0.2	8	1	2	5	5	3	7
Talbot	223	10.6	69	3.7	2.1	0.8	0.3	0.4	0.1	13	2	5	4	2	9	3
Cecil	432	11.7	138	4.2	2.4	0.7	0.7	0.4	0.1	19	3	9	1	9	9	3
Carroll	612	10.4	222	4.2	2.0	0.7	0.9	0.2	0.4	11	4	3	1	14	3	15
Anne Arundel	573	9.6	233	4.4	2.0	1.0	0.7	0.4	0.3	7	5	3	5	9	9	13
Prince George's	993	13.8	289	4.7	1.0	2.1	0.9	0.3	0.4	22	6	1	19	14	7	15
Kent	197	11.0	76	4.8	2.1	1.9	0.3	0.1	0.4	17	7	5	17	2	2	15
Howard	311	13.6	99	5.0	2.1	1.1	1.3	0.3	0.2	21	8	5	9	21	7	7
Harford	555	12.1	217	5.4	2.7	1.6	0.9	0.2	0.0	20	9	11	14	14	3	1
Wicomico	441	10.8	196	5.4	2.5	1.0	0.8	0.8	0.3	14	10	10	5	12	13	13
Montgomery	572	11.4	271	6.1	2.2	2.8	0.7	0.2	0.2	18	11	8	22	9	3	7
Allegany	1,240	10.5	671	6.3	2.9	1.5	0.3	1.0	0.6	12	12	12	13	2	16	21
Queen Anne's	205	10.1	117	6.4	4.6	0.7	0.5	0.5	0.1	10	13	19	1	6	12	3
Caroline	299	10.9	191	7.8	6.1	1.0	0.5	0.0	0.2	15	14	21	5	6	1	7
Frederick	831	9.8	587	7.7	4.2	1.6	1.0	0.8	0.1	8	15	16	14	17	13	3
Dorchester	232	7.1	239	7.9	3.3	1.3	1.0	1.9	0.4	2	16	13	11	17	22	15
Washington	1,304	10.9	891	8.3	4.3	1.7	1.1	1.0	9.2	15	17	18	16	20	16	7
Charles	154	8.5	142	8.6	4.0	1.2	1.0	1.8	0.6	5	18	14	10	17	21	21
Somerset	221	7.9	220	8.6	4.0	2.1	0.6	1.5	0.4	4	19	14	19	8	19	15
Worcester	258	9.5	220	8.9	4.2	2.6	0.8	1.1	0.2	6	20	16	21	12	18	7
Calvert	61	6.5	81	10.0	5.8	2.0	0.1	2.1	0.0	1	21	20	18	1	23	1
Garrett	691	13.9	562	13.1	8.2	1.3	2.4	0.8	0.4	23	22	23	11	23	13	15
St. Mary's	123	7.4	221	14.4	7.3	3.1	1.7	1.6	0.7	3	23	22	23	22	20	23

AN INDEX OF SCHOOL ATTENDANCE

On the assumption that all physically and mentally fit children of ages for compulsory school attendance are in school, the ability and interest of the teachers, the attendance officer and the parents in getting pupils to school at the opening of the session, keeping them in regular attendance, and in school until schools close at the end of the year can be judged by securing a ranking of each county in a combination of these three items. On such a basis for white elementary schools only Talbot ranks first, Allegany, Baltimore and Wicomico, second, and Prince George's, Cecil, Somerset and Kent come next in order. At the other extreme, St. Mary's is lowest, Garrett next to the bottom, Charles, Dorchester, Calvert, Howard and Harford, coming up in the order named. (See Table 23.)

TABLE 23

RANK OF COUNTIES IN PER CENT OF ATTENDANCE, LATE ENTRANCE AND WITHDRAWALS IN WHITE ELEMENTARY SCHOOLS FOR 1926.

COUNTY	PER CENT OF			RANKS IN PER CENT OF		
	Attendance	Late Entrants	*Withdrawals	Attendance	Late Entrants	*Withdrawals
County Average	87.2	15.6	6.3	....	....	....
Talbot	89.3	14.2	3.7	5	5	2
†Allegany	91.6	11.3	6.3	1	2	12
†Wicomico	90.2	10.8	5.4	4	1	10
†Baltimore	86.7	12.1	3.3	11	3	1
Prince George's	88.6	15.5	4.7	6	9	6
Cecil	85.9	14.4	4.2	13	6	3
Somerset	90.4	12.6	8.6	3	4	19
Kent	87.8	16.8	4.8	8	13	7
Anne Arundel	85.7	15.8	4.4	15	11	5
Caroline	90.6	19.2	7.8	2	18	14
Frederick	86.8	15.6	7.7	10	10	15
†Washington	88.0	16.1	8.3	7	12	17
†Queen Anne's	86.9	17.0	6.4	9	14	13
Worcester	86.4	14.4	8.9	12	6	20
†Montgomery	85.9	18.6	6.1	13	17	11
†Carroll	84.5	19.2	4.2	19	18	4
Harford	84.7	17.8	5.4	18	15	9
Howard	83.3	22.6	5.0	20	23	8
Calvert	78.1	14.5	10.0	23	8	21
Dorchester	85.4	21.2	7.9	17	21	16
Charles	83.0	18.4	8.6	21	16	18
Garrett	85.5	21.6	13.1	16	22	22
St. Mary's	81.7	20.6	14.4	22	20	23

*For causes other than removal, transfer or death.
†Same rank.

HOW MANY DAYS WERE THE PUBLIC SCHOOLS OPEN?

Schools of all types were open longer in 1926 than in 1925, the increase being .2 days in white high schools, .5 days in white elementary, and 2 days in colored elementary schools. For the first time there were no counties in which the white schools did not average the required number of days. There were four counties, Frederick, Kent, St. Mary's and Howard, in which the colored schools were open less than 160 days. This means that a larger number of counties than ever before met the required number of days for the colored elementary schools. (See Table 24).

TABLE 24

AVERAGE NUMBER OF DAYS COUNTY SCHOOLS WERE OPEN FOR YEAR ENDING JULY 31, 1926

White High Schools		White Elementary Schools		Colored Elementary Schools	
County	Days Open	County	Days Open	County	Days Open
County Average	187.1	County Average	186.7	County Average	166.2
Allegany	194.0	Allegany	193.8	Baltimore	197.1
Baltimore	193.0	Baltimore	193.1	Allegany	195.0
Queen Anne's	191.7	Queen Anne's	191.1	Cecil	188.8
Cecil	191.0	Cecil	190.3	Washington	182.1
Harford	190.6	Howard	189.5	Carroll	181.1
Howard	190.4	Harford	188.9	Prince George's	169.6
Garrett	190.0	St. Mary's	188.8	Harford	167.9
St. Mary's	187.3	Garrett	187.2	Charles	164.8
Talbot	187.0	Anne Arundel	187.0	Anne Arundel	163.8
Kent	186.7	Frederick	184.9	Calvert	162.6
Caroline	186.1	Caroline	184.6	Wicomico	162.6
Frederick	186.1	Charles	184.4	Montgomery	162.2
Carroll	186.0	Kent	183.9	Worcester	162.0
Charles	186.0	Calvert	183.4	Dorchester	161.2
Anne Arundel	185.9	Montgomery	183.3	Queen Anne's	160.8
Calvert	184.0	Talbot	182.8	Caroline	160.7
Montgomery	183.5	Prince George's	182.6	Somerset	160.6
Dorchester	183.0	Dorchester	182.5	Talbot	160.2
Washington	182.3	Washington	182.1		
Wicomico	182.0	Carroll	181.9	Frederick	158.8
Worcester	181.8	Wicomico	181.8	Kent	158.1
Somerset	181.8	Worcester	180.8	St. Mary's	157.9
Prince George's	181.1	Somerset	180.1	Howard	155.7
Baltimore City	186.0	Baltimore City	190.0	Baltimore City	190.0
Total State	186.8	Total State	188.1	Total State	175.8

In the white schools the range in days open was from the minimum required—180— to 194 in Allegany County. Baltimore County schools were open 193 days and Queen Anne's and Cecil 191 and 190 days, respectively. The three southernmost counties on the Eastern Shore close schools at the end of May which makes their number of days close to the required minimum. (See Table 24).

The colored schools were open 156 days in Howard County, which had the shortest term, and 197 days in Baltimore County which had the longest term. Baltimore, Allegany, Cecil, Washington and Carroll Counties kept the colored schools open as long as the white schools were open and the Baltimore County colored schools had a week in addition while the white teachers were attending the Institute. (See Table 24.)

This addition to the school term is reflected in the decrease in the number of individual schools in the counties which were open less than the required number of days. (See Table 25).

TABLE 25

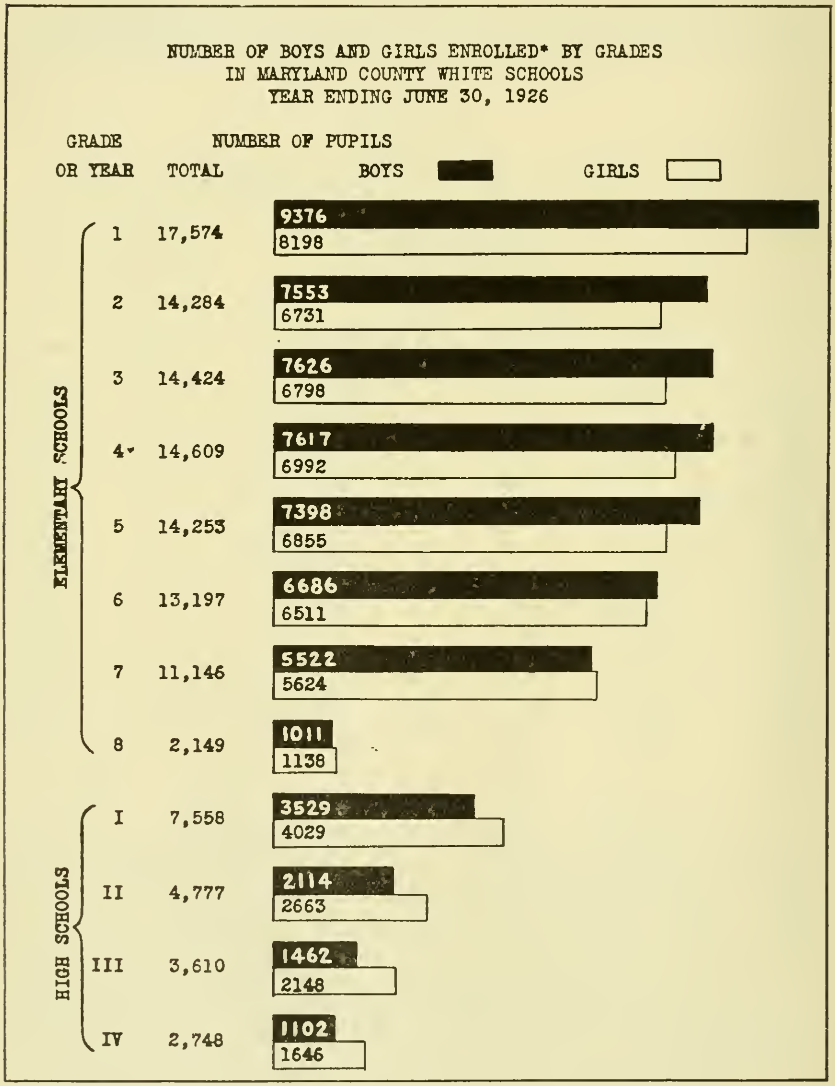
NUMBER OF MARYLAND COUNTY SCHOOLS IN SESSION LESS THAN THE NUMBER OF DAYS REQUIRED BY LAW, YEAR ENDING JULY 31, 1926.

	WHITE SCHOOLS Open Less Than 180 Days			COLORED SCHOOLS Open Less Than 160 Days		
County	Total	One Teacher Schools	Two Teacher and Other Schools	County	No.	Per Cent
Total	124	109	15	Total	91	16.8
Anne Arundel	0	0	0	Baltimore	0	0
Baltimore	0	0	0	Allegany	0	0
Queen Anne's	0	0	0	Cecil	0	0
Allegany	1	1	0	Washington	0	0
Harford	1	1	0	Charles	1	2.9
Cecil	1	1	0	Worcester	1	4.0
Wicomico	1	1	0	Prince George's	2	4.6
St. Mary's	1	1	0	Frederick	2	8.7
Caroline	1	1	0	Wicomico	2	10.0
Howard	1	1	0	Anne Arundel	5	12.2
Calvert	1	1	0	St. Mary's	4	13.8
Talbot	1	1	0	Harford	3	15.7
Worcester	2	1	1	Carroll	2	20.0
Dorchester	3	3	0	Caroline	4	20.0
Frederick	8	7	1	Dorchester	9	22.0
Garrett	11	11	0	Somerset	7	22.6
Charles	4	4	0	Calvert	5	22.7
Kent	3	3	0	Talbot	5	22.7
Montgomery	6	5	1	Queen Anne's	5	25.0
Prince George's	12	8	4	Montgomery	10	29.4
Carroll	25	25	0	Howard	9	56.2
Somerset	10	7	3	Kent	15	62.5
Washington	31	26	5			

In 1926 there were 124 white and 91 colored schools open fewer than the required number of days. This was a reduction of 79 white and 31 colored schools under the corresponding number for 1925. Prince George's, Washington, Montgomery and Kent had more white schools open less than the required number of days in 1926 than in 1925 but most of the counties had a notable reduction in the number—especially Somerset, Carroll, St. Mary's. Dorchester, Caroline, Worcester, Calvert, Anne Arundel, Garrett and Charles.

The following counties had a larger number of colored schools open too few days in 1926 than in 1925—Howard, Montgomery, Somerset, Caroline, Calvert, Harford, Queen Anne's and Carroll; but on the other hand there were many fewer violations than last year in the colored schools of St. Mary's, Kent, Dorchester, Anne Arundel, Charles, and Prince George's. (See Table 25.)

CHART 7



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* Exclusive of withdrawal for removal, transfer or death.

GRADES IN WHICH MARYLAND COUNTY PUPILS ARE FOUND

Although the first grade still contains nearly 3,000 more pupils than are found in any other grade in the Maryland county white schools, there was a reduction of 549 in the number enrolled† in the first grade in 1926 under the number in 1925. The first grade enrollment includes not only pupils entering school between September 1925 and June 1926, but also failures and late entrants of the previous school year. But while the first grade enrollment fell off, there was an increase totalling 2,594 in the enrollment in grades from the sixth to the last year of high school. This means that pupils are completing the work of more grades before they leave school. In Chart 7 it will be seen that the number of boys and of girls in each of grades 2 3, 4 and 5 is almost the same. It is only after grade 5 that there is a noticeable drop in numbers, which falling off continues in each succeeding grade.

On Chart 7 it will also be seen that there is an excess of boys over girls in each grade through the sixth. In each of these grades the black bar is longer than the white bar underneath.

TABLE 26

NUMBER AND PER CENT OF PUPILS ENROLLED IN EACH GRADE OF MARYLAND COUNTY WHITE ELEMENTARY SCHOOLS (BY TYPES) YEAR ENDING JUNE 30, 1926.

GRADE	Number			Per Cent		
	One-Teacher Schools	Two-Teacher Schools	Graded Schools	One-Teacher Schools	Two-Teacher Schools	Graded Schools
1	4,751	2,886	10,027	19.3	18.5	16.3
2	3,458	2,236	8,590	14.1	14.3	14.0
3	3,756	2,272	8,396	15.3	14.5	13.6
4	3,655	2,252	8,702	14.9	14.4	14.1
5	3,433	2,197	8,623	14.0	14.1	14.0
6	2,989	2,035	8,173	12.2	13.0	13.3
7	2,335	1,595	7,216	9.5	10.2	11.7
*8	a171	b147	c1,831	0.7	1.0	3.0
Total	24,548	15,620	61,558	100.0	100.0	100.0

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* All except the following appearing in the eighth grade are in Allegany, Anne Arundel and Washington Counties.

a Includes 16 pupils in eighth grade in St. Mary's.

b Includes 9 pupils in eighth grade in St. Mary's and 13 in Harford.

c Includes 6 pupils in eighth grade in Prince George's.

† Exclusive of withdrawals for removal, transfer and death.

However, from grade 7 to the fourth year of high school there are more girls than boys, the white bars being longer than the black bars above. Boys for either lack of interest or economic reasons leave school earlier than girls.

The number and percent of boys and girls enrolled in each grade of one-teacher, two-teacher and graded schools is shown in Table 26. It will be noted in the last three columns that the one and two-teacher schools have a smaller percentage in grades 6 and 7 than the graded schools.

The colored schools had a decrease of over 1,000 in the number of pupils enrolled in the first grade under the previous year. There are still, however, over 7,000 in the first grade compared with between 4,000 and 4,500 in grades 2, 3 and 4. The enrollment of boys in each grade is lower than in the preceding grade. For girls the enrollment in grades 2, 3 and 4 is somewhat constant, with a steady decline after that point. The boys exceed the girls in number in grades 1 to 3, inclusive; from the fourth grade the colored girls outnumber the boys in each grade. (See Table 27.)

TABLE 27

ENROLLMENT IN COLORED SCHOOLS, 1925-26.

GRADE	Boys	Girls	Total
1	3,812	3,336	7,148
2	2,374	2,058	4,432
3	2,288	1,947	4,235
4	1,992	2,013	4,005
5	1,482	1,702	3,184
6	1,061	1,386	2,447
7	722	1,032	1,754
8	95	99	194
I	180	276	456
II	99	178	277
III	49	79	128
IV	25	40	65

GRADUATES OF ELEMENTARY SCHOOLS

The Maryland compulsory attendance law was designed to bring about completion of a seven-grade elementary course by all pupils mentally and physically fit to attend school. It is, therefore, gratifying to find that the number of pupils graduating from the elementary school course is increasing consistently each year. (See Table 28.)

TABLE 28

ELEMENTARY SCHOOL GRADUATES

	Number			Per Cent		
Year	Boys	Girls	Total	Boys	Girls	Total
			White			
1923	3,200	4,136	7,336	6.1	8.5	7.2
1924	3,360	4,210	7,570	6.4	8.7	7.5
1925	3,705	4,549	8,254	7.0	9.4	8.1
1926	4,054	4,599	8,653	7.7	9.4	8.5
			Colored			
1923	350	637	987	2.3	4.3	3.3
1924	427	706	1,133	2.9	4.9	3.9
1925	487	705	1,192	3.4	5.0	4.2
1926	483	820	1,303	3.5	6.1	4.8

There were 399 more graduates of white elementary schools in 1926 than in 1925 and 1,317 more than in 1923. The per cent of the white elementary school enrollment graduated each year has risen from 7.2 in 1923 to 8.5 in 1926. Most of the improvement for 1926 should be credited to the boys, who must, however, make still greater gains before the number of boys graduating equals the number of girls. Since there is an excess of boys over girls in every grade of the elementary school from the first to the sixth, one would expect more boys than girls to graduate. The balance in favor of girls changes in the seventh grade, which is the year of graduation. This condition is explained to a large extent by the greater number of boys who fail and withdraw from school.

Central closing exercises for the graduates which add dignity and numbers to the occasion are planned in the larger towns of most of the counties. Three schools which participated in exercises held in Oakland, Garrett County, presented material growing out of their regular classroom work. One seventh grade group dramatized scenes from the Tempest, another from the

Courtship of Miles Standish, and a third staged a debate to summarize work on a problem in geography—"Which is more important to the world's work, North America or Asia?" This last feature of the program was commented upon as being instructive to parents, giving them a new idea of how well children trained under present methods can talk, and as giving the teachers standards in the teaching of geography.*

GRADUATES OF WHITE ELEMENTARY SCHOOLS

All of the counties made gains over 1925 in the number of boys and girls graduated except Worcester, Howard, St. Mary's and Anne Arundel. Allegany graduated fewer boys and Somerset, Queen Anne's Cecil, Wicomico, Charles and Harford had fewer girl graduates. Counties having the largest per cent of the white elementary school enrollment graduating were Kent, Garrett, Montgomery, Somerset and Frederick. At the other extreme, Washington, Anne Arundel, St. Mary's, Allegany, Worcester, Howard, Carroll and Cecil had the lowest per cent of elementary school graduates. The three eight grade counties which are among the lowest cannot expect to have as large a proportion of graduates as the counties having a seven** grade elementary school course. (See note at foot of Chart 8.)

With the exception of Charles County boys, the number and per cent of girls graduating were higher than the number and per cent of boys graduating in every county, the shaded bars representing the girls and the black bars the boys. For boys the percentage ranged from 4.5 in St. Mary's to 10.5 in Montgomery. For girls the range was from 6.5 in Washington to 13.3 per cent in Kent.

Most of the graduates came from the graded schools, the proportion of pupils graduating being lowest in the one-teacher schools and highest in the graded schools. In comparing with 1925, all types of schools show increases for boys but only the one-teacher schools show increases in both number and per cent of girls graduating. (See Table 29.)

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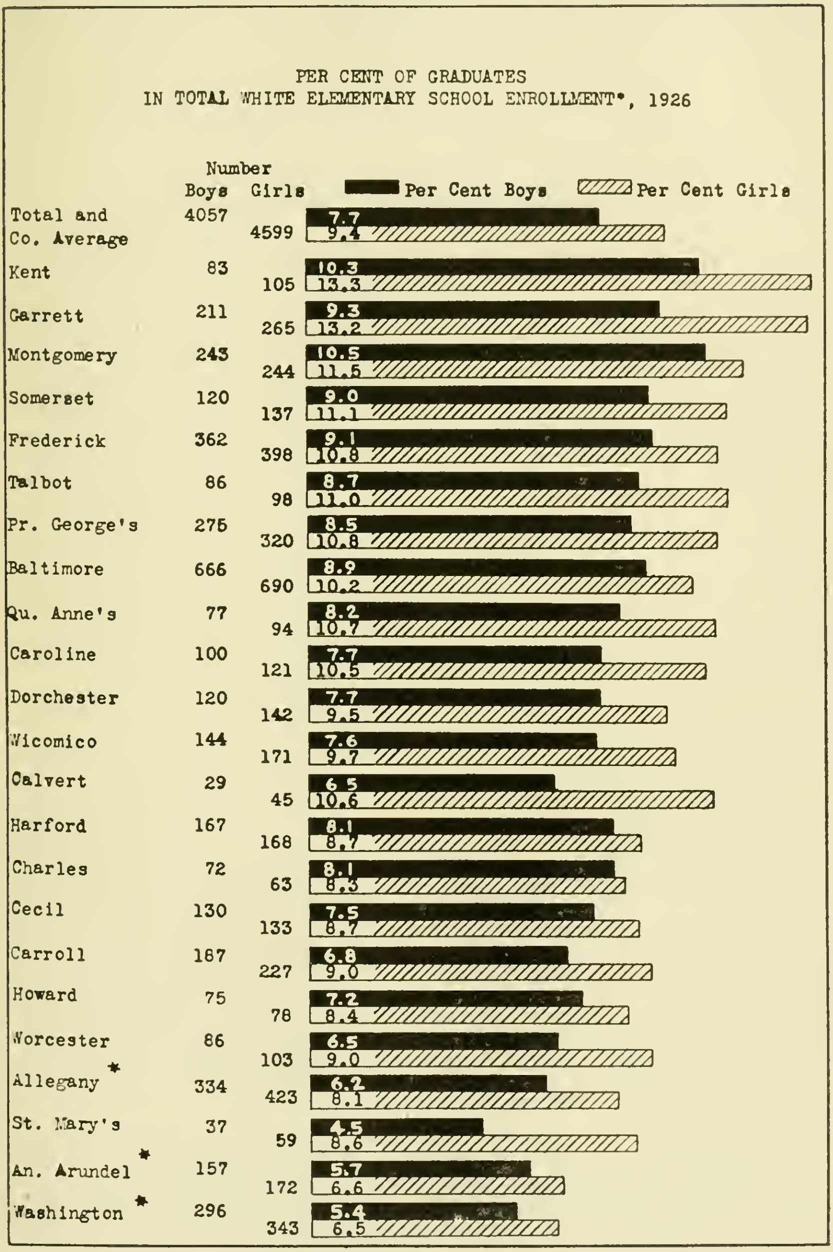
* Adapted from 1926 report of May Stewart, supervising teacher in Garrett County.

** Enrollment excludes withdrawals for transfer, removal or death. The maximum number of graduates possible in the three counties having an eight grade elementary school course is 12.5, while in the other twenty counties having seven grades, the maximum percent of graduates possible is 14.3.

CHART 8



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* Counties having eight grade course in elementary schools.

TABLE 29

WHITE ELEMENTARY SCHOOL GRADUATES IN ONE-TEACHER, TWO-TEACHER AND GRADED SCHOOLS, 1926

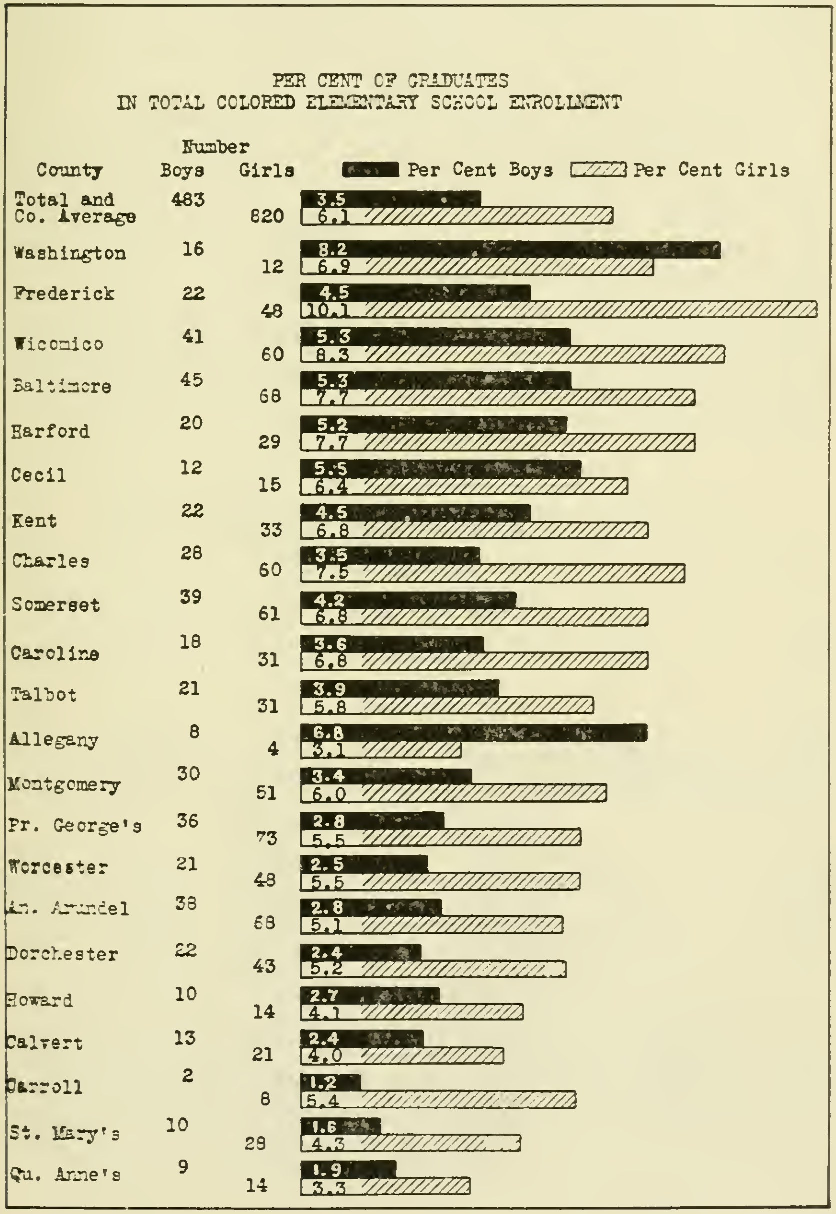
COUNTY	Number of White Elementary School Graduates in 1926						Per Cent of White Elementary School Graduates in 1926					
	One-Teacher Schools		Two-Teacher Schools		Graded Schools		One-Teacher Schools		Two-Teacher Schools		Graded Schools	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total and Average	763	974	601	687	2,690	2,938	5.9	8.4	7.4	9.2	8.5	9.9
Kent	15	26	13	20	55	59	7.3	11.9	8.8	16.8	12.2	13.0
Garrett	119	176	40	34	52	55	8.9	14.5	10.5	10.5	9.3	11.6
Montgomery	43	44	53	46	147	154	8.4	9.6	9.4	9.0	12.0	13.3
Somerset	16	23	27	34	77	80	6.5	10.7	8.3	10.6	10.2	11.5
Frederick	95	116	75	82	192	200	7.4	10.4	8.6	9.7	10.6	11.6
Talbot	12	14	7	11	67	73	6.1	8.6	5.6	11.1	10.0	11.6
Prince George's	41	42	44	55	190	223	9.0	11.2	10.1	12.7	8.1	10.3
Baltimore	44	58	95	106	527	526	7.9	11.4	8.0	9.8	9.1	10.1
Queen Anne's	27	35	11	18	39	41	7.6	10.9	7.2	11.5	9.0	10.2
Dorchester	60	35	16	46	44	61	13.2	7.7	6.9	17.9	5.1	7.9
Wicomico	39	50	12	17	93	104	6.5	9.1	6.5	8.7	8.3	10.3
Calvert	17	34	5	5	7	6	5.6	11.0	9.8	13.9	7.5	7.3
Harford	28	40	31	46	108	82	4.4	6.7	6.0	9.5	11.8	9.6
Caroline	16	30	17	15	67	76	4.1	8.2	10.8	11.9	8.9	11.5
Charles	34	40	13	8	25	15	8.3	11.8	5.3	4.0	10.6	6.7
Cecil	40	37	28	35	62	61	6.2	7.0	9.2	13.3	7.8	8.3
Carroll	22	29	32	25	133	173	1.8	2.6	9.0	8.4	11.6	15.3
Howard	18	20	15	12	42	46	4.9	6.2	7.9	7.5	8.6	10.4
Worcester	17	12	3	2	66	89	4.2	3.7	3.3	2.9	7.9	11.8
Allegany	22	44	13	11	299	368	4.4	9.2	3.1	2.8	6.7	8.4
St. Mary's	19	37	15	18	3	4	3.6	8.5	6.0	8.7	6.0	9.3
Anne Arundel	0	7	15	14	139	151	0.0	2.6	4.1	4.7	6.7	7.4
Washington	19	25	21	27	256	291	2.0	2.7	3.6	4.7	6.6	7.8

GRADUATES FROM COLORED ELEMENTARY SCHOOLS

In Chart 9 the number and per cent of colored elementary graduates in 1926 in each county are given. Anne Arundel, Baltimore, Caroline, Charles, Kent, Washington and Wicomico have made considerable gains in the number and per cent of colored boys and girls graduated, while Calvert has increased in boy graduates, and Frederick, Harford and Montgomery in girl graduates. On the other hand, Allegany, Carroll, Howard, Prince George's, Queen Anne's, Somerset and Talbot have fewer graduates for both boys and girls; and Frederick, Harford and Worcester are lower in number of boy graduates, and Calvert, Cecil and St. Mary's in colored girls graduated in 1926 under 1925.

Washington, Frederick, Wicomico, Baltimore, Harford and Cecil Counties are at the top of the list, while Queen Anne's, St. Mary's, Carroll, Calvert, Howard and Dorchester appear at the foot of the list. Washington and Allegany are the only counties in which the number and per cent of boys graduated is higher than for girls. Carroll ranked lowest in the per cent of boys graduated, while Washington ranked highest. For girls, Allegany was lowest and Frederick highest.

CHART 9



FAILURES IN ELEMENTARY SCHOOLS

One of the reasons why a larger number of pupils do not continue their school careers until they graduate from the elementary schools is the non-promotion of considerable numbers of pupils throughout the grades. Fortunately, the number and per cent of such failures is decreasing steadily, as may be seen in Table 30.

In 1926 one-fifth of the white boys and one-eighth of the girls did work of such poor quality or of such insufficient quantity that the teachers considered it would be necessary for them upon their return the following year to repeat the work of the grades they were in in 1926. Four years ago one-fourth of the boys and one-sixth of the girls were required to do the work of the grade over again.

In colored schools not quite one-third of the boys and one-fourth of the girls were considered unfit for promotion in 1926. This is a considerable improvement over the situation four years ago, when the corresponding percentages were three-eighths for boys and nearly one-third for girls.

TABLE 30

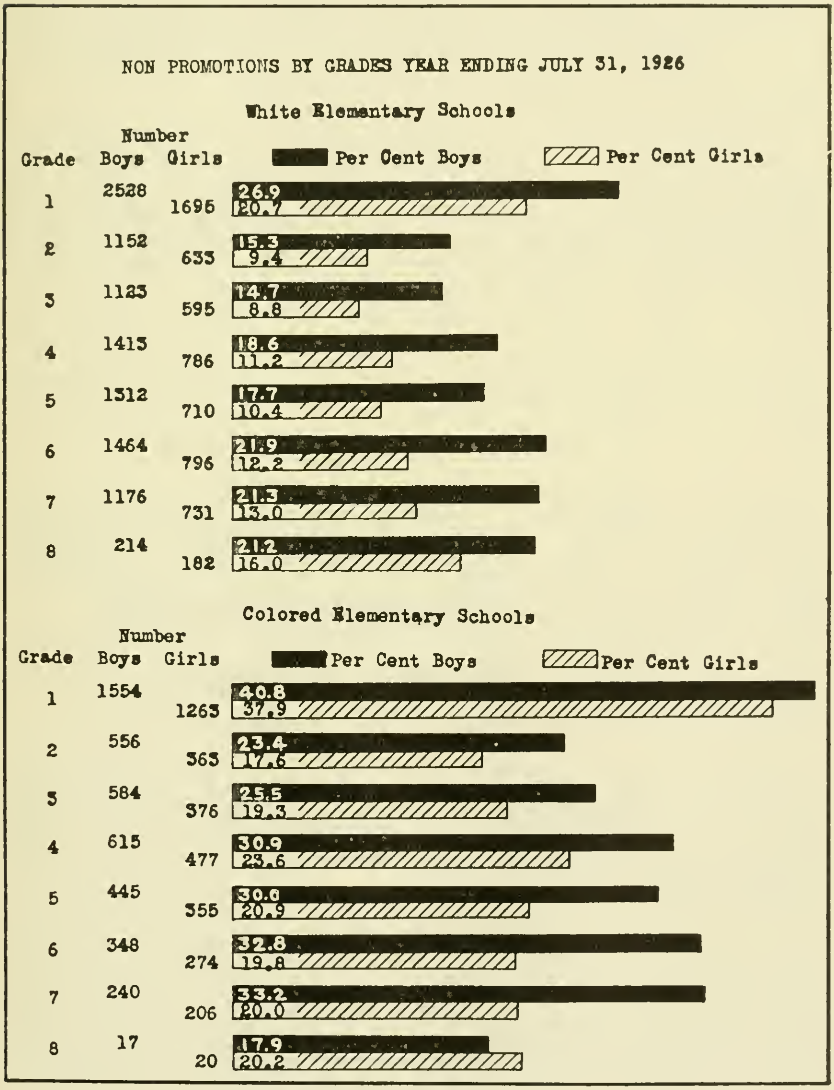
NUMBER AND PER CENT OF NON-PROMOTIONS IN ELEMENTARY SCHOOLS

	Number			Percent		
Year	Boys	Girls	Total	Boys	Girls	Total
			White			
1923	13,435	8,586	22,021	25.6	17.5	21.7
1924	11,999	7,193	19,192	22.7	14.8	18.9
1925	10,673	6,336	17,009	20.2	13.0	16.8
1926	10,382	6,128	16,510	19.7	12.5	16.3
			Colored			
1923	5,722	4,616	10,338	38.3	31.1	34.7
1924	5,173	4,104	9,277	35.5	28.5	32.0
1925	4,800	3,700	8,500	33.2	26.3	29.8
1926	4,359	3,334	7,693	31.5	24.6	28.1

FAILURE BY GRADES

The greatest number and per cent of failures occur in the first grade. Entrance too late in the year to permit pupils to master the complexities of reading; irregular attendance due to sickness and the prevalence of epidemics of diseases to which children in the first grade are especially liable to attack, and the immaturity of many of the children when they enter are some of the

CHART 10

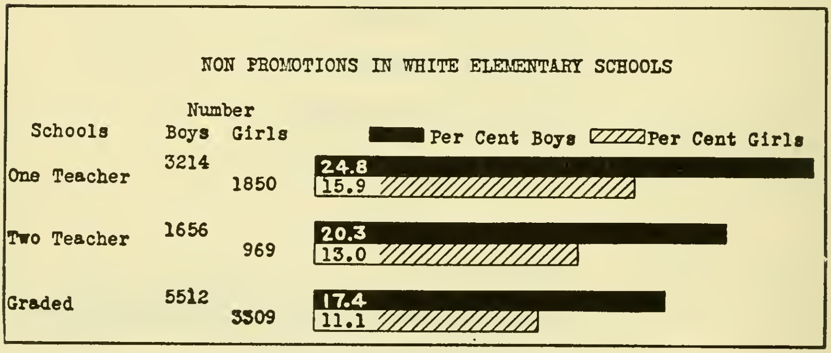


factors which operate to start children in their first year of school work as failures. The cooperation of parents in sending children to school at the beginning of the year, in keeping them in regular attendance when they are well, and in cooperating in carrying out health measures recommended by doctors, nurses and the Health Department will be of material aid in reducing still further the number of failures. (See Chart 10.)

The larger number of failures appearing in the upper grades is partly due to the number of 100-day pupils in the rural schools who attend only a part of the year, and cannot complete all of the work to be covered.

The number and per cent of failures in the various types of white elementary schools indicate that the graded schools surpass the one and two-teacher schools in having a smaller percentage of failures in every grade, with the exception of second grade girls and third grade boys and girls in two-teacher schools. (See Chart 11 and Table 31.)

CHART 11



With the exception of the small number of pupils in the eighth grade of two-teacher and colored schools, the per cent of failures of boys exceeds that for girls in every grade of every type of school. Boys apparently have much more difficulty than girls in doing school work successfully.

TABLE 31

NUMBER AND PER CENT OF ELEMENTARY SCHOOL BOYS AND GIRLS NOT PROMOTED BY GRADES, YEAR ENDING JULY 31, 1926.

Grade	One-Teacher Schools		Two-Teacher Schools		Graded Schools		All White Elementary Schools		Colored Elementary Schools	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
					NUMBER					
1	868	571	447	298	1,213	826	2,528	1,695	1,554	1,263
2	294	171	180	93	678	369	1,152	633	556	363
3	373	173	149	79	601	343	1,123	595	584	376
4	498	275	262	141	653	370	1,413	786	615	477
5	437	213	212	126	663	371	1,312	710	445	355
6	393	214	221	124	850	458	1,464	796	348	274
7	325	213	173	92	678	426	1,176	731	240	206
8	26	20	12	16	176	146	214	182	17	20
Total	3,214	1,850	1,656	969	*5,512	*3,309	*10,382	*6,128	4,359	3,334
	5,064		2,625		*8,821		*16,510		7,693	
					PER CENT					
1	33.7	26.2	28.6	22.5	23.1	17.6	26.9	20.7	40.8	37.9
2	15.6	10.8	15.3	8.8	15.1	9.0	15.3	9.4	23.4	17.6
3	18.4	10.0	12.5	7.3	13.6	8.6	14.7	8.8	25.5	19.3
4	25.4	16.2	21.8	13.4	14.6	8.7	18.6	11.2	30.9	23.6
5	24.8	12.8	18.8	11.8	14.7	9.0	17.7	10.4	30.0	20.9
6	25.6	14.7	21.9	12.1	20.5	11.4	21.9	12.2	32.8	19.8
7	28.9	17.6	21.3	11.8	18.9	11.7	21.3	13.0	33.2	20.0
8	37.1	19.8	17.1	20.8	20.2	15.2	21.2	16.0	17.9	20.2
Ave.	24.8	15.9	20.3	13.0	17.4	11.1	19.7	12.5	31.5	24.5

* Excludes 10 boys and 12 girls in kindergartens.

NON PROMOTIONS BY COUNTIES

White Elementary Schools.

Montgomery and Kent still lead the State in the small percentage of failures, although both of these counties have increased the number and per cent of failures over the number reported in 1925. As long as standards of attainment for pupils are maintained, there will, of course, be failures, but the Maryland counties are attempting to eliminate failures resulting from poor teaching and its concomitants. Frederick, Carroll, Baltimore, Talbot, Anne Arundel, Washington, Wicomico, Queen

Anne's, Prince George's, Calvert and Caroline have all reduced the number and per cent of failures to a considerable extent. (See Chart. 12.)

CHART 12

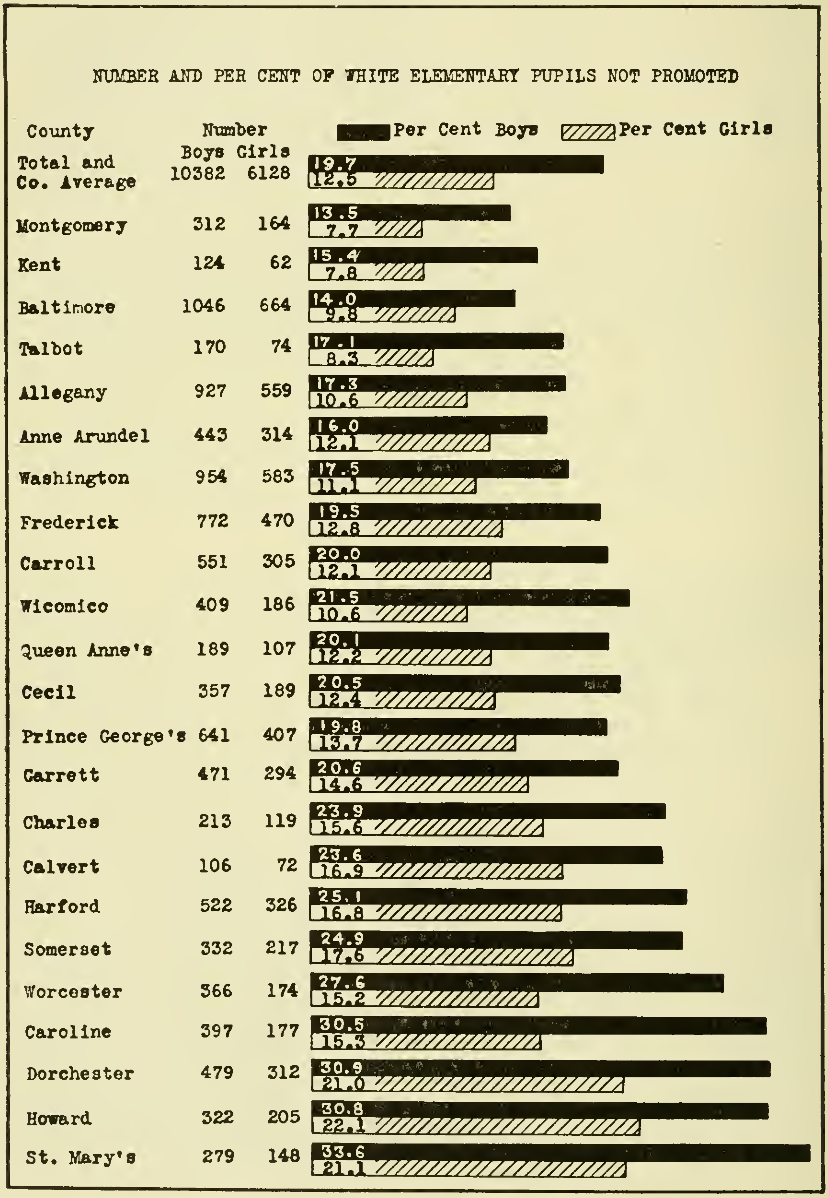


TABLE 32

NUMBER AND PER CENT OF BOYS AND GIRLS NOT PROMOTED IN WHITE ELEMENTARY SCHOOLS, YEAR ENDING JULY 31, 1926

COUNTY	NUMBER OF WHITE ELEMENTARY SCHOOL BOYS AND GIRLS NOT PROMITED						PER CENT OF WHITE ELEMENTARY SCHOOL BOYS AND GIRLS NOT PROMOTED					
	One Teacher Schools		Two Teacher Schools		Graded Schools		One Teacher Schools		Two Teacher Schools		Graded Schools	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total and Average	3,214	1,850	1,656	969	5,522	3,321	24.8	15.9	20.3	13.0	17.4	11.1
Montgomery	69	28	91	56	152	80	13.5	6.1	16.1	11.0	12.4	6.9
Kent	42	19	16	4	66	39	20.4	8.7	10.9	3.4	14.6	8.6
Baltimore	114	69	198	114	744	493	20.5	13.6	16.8	10.5	12.8	9.4
Talbot	30	14	17	10	123	50	15.3	8.6	13.7	10.1	18.3	7.9
Allegany	111	71	81	36	735	452	22.1	14.8	19.3	9.0	16.6	10.3
Anne Arundel	53	25	62	34	328	255	16.8	9.4	16.9	11.4	15.7	12.5
Washington	260	154	147	114	547	315	26.7	16.5	25.2	19.9	14.0	8.4
Frederick	294	170	174	105	304	195	22.9	15.2	19.9	12.5	16.8	11.3
Carroll	274	165	95	40	182	100	21.9	15.0	26.6	13.5	15.9	8.9
Wicomico	148	55	35	19	226	112	24.6	10.0	19.0	9.7	20.3	11.1
Queen Anne's	78	45	29	7	82	55	22.0	14.1	19.1	4.5	18.9	13.6
Cecil	129	61	39	10	189	118	20.0	11.5	12.9	3.8	23.9	16.0
Prince George's	89	55	89	66	463	286	19.5	14.7	20.5	15.2	19.8	13.2
Garrett	324	219	63	26	84	49	24.1	18.0	16.6	8.0	15.0	10.3
Charles	103	58	63	40	47	21	25.1	17.2	25.5	19.8	20.0	9.4
Calvert	76	54	11	4	19	14	24.9	17.5	21.5	11.1	20.4	17.1
Harford	215	125	121	80	186	121	33.8	20.8	23.1	16.3	20.3	14.2
Somerset	58	38	66	44	208	135	23.4	17.7	20.2	13.7	27.4	19.4
Worcester	139	66	23	9	204	99	34.3	20.5	25.3	13.0	24.5	13.2
Caroline	128	65	45	15	224	97	32.6	17.8	28.5	11.9	29.8	14.7
Dorchester	170	115	69	64	240	133	37.3	25.2	30.0	24.9	27.8	17.2
Howard	122	82	58	32	142	91	33.4	25.4	30.4	20.0	28.9	20.5
St. Mary's	188	97	64	40	27	11	35.6	21.8	25.3	18.9	54.0	25.6

Several counties which already have a large percentage of failures exhibit the opposite tendency—an increase in the number and per cent of failures. St. Mary's, Howard and Dorchester have close to a third of their boys and over a fifth of their girls failing.

Similar figures are available for the white one-teacher, two-teacher and graded elementary schools of each county in Table 32. The counties are listed in the order they appear in Chart 12. In general, the one-teacher schools have the greatest percentage of failure, the two-teacher schools less and the graded schools least, but there are exceptions. In St. Mary's, Somerset and Cecil and for girls in Anne Arundel, the graded schools have a larger percentage of failure than the rural schools; in Caroline, Wicomico and Kent, and for girls in Allegany, Queen Anne's, Garrett and Calvert, the two-teacher schools make a better record than the graded schools; on the other hand, in Charles, Prince George's and Montgomery, for girls in Talbot and Washington, and for boys in Carroll, the two-teacher schools have a greater proportion of failures than any of the other types of schools. In every case there is a greater number of failures for boys than for girls. (See Table 32.)

In order that the distribution of these figures by grades may be available for each county, they are included for white elementary, one-teacher and two-teacher schools by counties in Tables VI, VII and VIII, pages 280 to 282. The figures for white elementary schools show that with three exceptions grade 4 in Calvert, grade 7 in Charles and grade 3 in Somerset, failures are higher for boys than for girls. There are a few more exceptions—10 for one-teacher schools, in Table VII, and 22 for two-teacher schools, in Table VIII.

Supervisory Plans for Reducing Failures

The supervisors in a number of counties have been giving considerable attention to the problem of retardation and the following material is adapted from their reports to the State Superintendent.

Decreasing Retardation in Queen Anne's County

"In Queen Anne's County a study was made of the February examination marks in order to ascertain the number of children failing and the subjects in which they were failing.

"A chart, showing the children who were weak or failing, was made by the supervising teacher for each teacher in the county. These charts revealed the following information:

1. The subject or subjects in which a child was weak or failing.
2. The number of children failing in any one subject.

3. The weak or backward children in the grade.
4. That the teacher probably needs help with a particular subject.
5. That poor attendance may be the cause of failure.

"A study of these retardation charts was made with each teacher and the causes of the failures, together with remedial measures were discussed. In some schools standard tests were given; in others informal tests were used to furnish a basis for remedial work; while in certain other schools the work of teacher and children was closely observed and discussed. Not only was the teaching of particular subjects discussed, but the needs of individual children were studied and conferences held with them. In fact, everything was done to help and encourage teacher and children. The schools having the largest number of weak or failing children were visited most. In one school, in which the grading was thought to be high, a standard test was used and the children were found to be below standard.

"It was found that some of the failures were due to poor attendance. These cases were reported to the attendance officer and were acted upon with good results."*

Reducing Retardation in Primary Grades in Baltimore County

"The following are representative steps in the classroom work in the primary grades of Baltimore County on the problem of retardation.

(a) At each demonstration meeting, emphasis was placed upon an analysis of class and individual errors and individualized instruction.

(b) During classroom visits, sets of composition papers, writing papers, arithmetic papers and spelling papers were analyzed with teachers in order to list specific errors and suggest remedial work.

(c) The majority of lessons taught for teachers was to the C group of pupils, since in this group were most of the pupils who were not moving along with the grade and who required a procedure different from that used with A and B groups of pupils.

(d) A good attendance campaign was carried on throughout the year in many classrooms. The following are some of the ways in which good attendance was emphasized:

1. By means of illustrated posters, "We Come to School Every Day"—(Pupils' names listed if they attended every day for a week or a month).
2. Class poster of pupils' names. Regular attendants received a star or check.
3. Flag in stand for front desk of each row. If all pupils in row were present, flag was placed on front desk of each row.
4. School attendance banner presented to room having highest percentage of attendance for month.

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* From report of Tempe Dameron, Supervising Teacher in Queen Anne's County.

"During the early part of May a retardation blank was sent to each teacher. On this blank were entered not only the names of pupils who must be retarded in June, but their ages, number of years in grade and causes for retardation. The information on these blanks was discussed with the teacher during the last visits of the supervisors in an effort to decide where to place each pupil next year in the grade that he may get the most out of his year at school.

"Despite our work on this problem, the number of pupils to be retarded especially in first grades is quite high, due in part to irregular attendance, a large foreign population, April entrants, lack of physical development on part of some pupils and in part to a poor type of classroom instruction."*

"An informal reading test was drafted in order to make the teachers realize that first-grade pupils should acquire sufficient independence in word mastery to follow directions at the end of ten weeks in school. This test was followed by another at the end of six months (March, 1926). The second test aimed to show the growth in sentence and word recognition. As a result of the analysis of the test given in March, teachers planned intensive work with the slower pupils who seemed likely to be retained in the first grade. A study of the amount of material read, secured by April first of each year, has also been a factor in showing the need of much reading experience on the part of each pupil."**

First Grade Promotions in Montgomery County

"After reviewing the accomplishments in Reading for 1924-25, the following analysis of the situation in Montgomery rural schools was made:

"The tests revealed a lack of reading ability, as evidenced by

1. Inadequate vocabulary;
2. Inability to apply phonetic training;
3. Failure to grasp meanings of sentences;
4. Inability to work independently;
5. Inability to work at a satisfactory rate of speed.

"The number of children involved:

1. Approximately 182 children in first grade in 1924-25;
2. Approximately 60 children promoted conditionally, or 33%;
3. Approximately 160 new beginners for next year.

"The number of books read by pupils:

1. Four schools read only the two basal books;
2. Eleven schools read the basal books and one supplementary reader;

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* Adapted from report of M. Annie Grace, Supervising Teacher in Baltimore County.
** Adapted from report of Emma Ames Boettner, Baltimore County.

3. Nine schools read the basal books and two supplementary readers (50 per cent of the pupils in four of these schools were promoted conditionally);
4. Eight schools read the basal books and four supplementary readers (50 per cent of first grade pupils in three of these schools were promoted conditionally)."*

An Experiment in Classification in Baltimore County

An interesting experiment in classification of pupils in the first three grades of the larger graded schools of Baltimore County during the school year 1925-26 brought such favorable results that for the present school year principals have been asked to co-operate in extending the plan to grades 4 to 7, inclusive.

"1. If two teachers are needed for a grade, each of the two teachers will take one-half of the A pupils, one-half of the B pupils and one-half of the C pupils enrolled in that grade.

"2. If three teachers are needed for a grade, each of the three teachers will take one-third of the A pupils, one-third of the B pupils and one-third of the C pupils who are enrolled in that grade.

"3. If it is necessary for a teacher to have a small group (ten or twelve pupils) of one grade with a large group of another grade in her room, the ten or twelve pupils selected should be of average ability in order that they may work as one group, because it would probably be necessary to have the larger grade divided into two sections."**

FAILURES OF COLORED PUPILS BY COUNTIES

In Table 30, page 64, Chart 10, page 65, and Table 31, page 67, non-promotions by years and by grades are included for colored pupils. In Chart 13 the counties are ranked in the order of the per cent of colored elementary pupils who were not promoted. Many of the counties show a marked reduction in failures under the previous year. Washington, Talbot, Baltimore, Wicomico, Cecil, Prince George's, Charles, Anne Arundel, Worcester, Caroline and St. Mary's have fewer failures for both boys and girls in 1926 than in 1925; Frederick, Queen Anne's and Kent have a smaller number of colored boys who failed, and Harford reduced failures for colored girls. Of counties below the average in per cent failed, Howard, Montgomery, Calvert and Dorchester had more failures in 1926 than in 1925 for both boys and girls; Queen Anne's and Kent failed more girls, and Harford more boys than the previous year.

Non-promotions ranged from 17.3 per cent for boys and 13.8 for girls in Washington County, to 42.3 for boys and 32.1 per cent for girls in St. Mary's County. Counties at the foot of the list can certainly bring about improvement by giving attention to these conditions.

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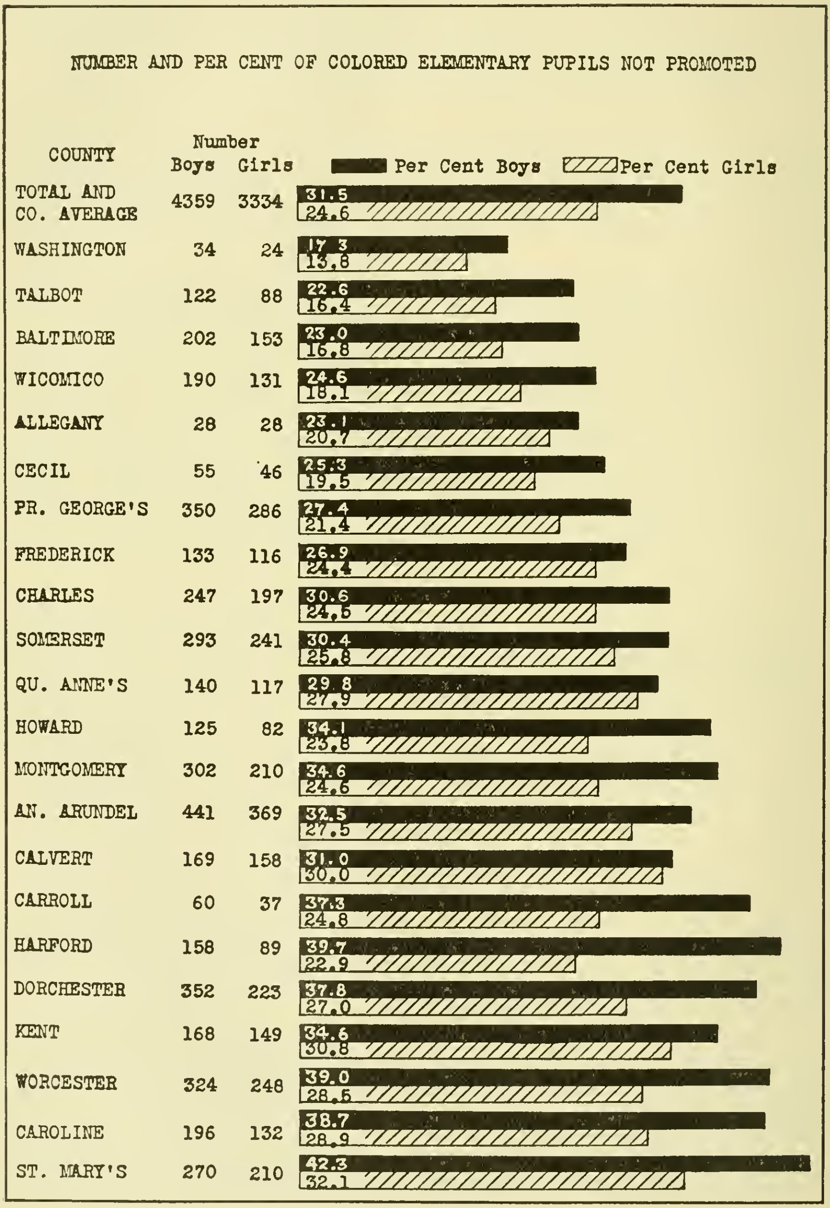
* Adapted from report of Eleanor Smith, Montgomery County.

** Adapted from reports of M. Annie Grace and Amy C. Crewe, of Baltimore County.

CHART 13



NUMBER AND PER CENT OF COLORED ELEMENTARY PUPILS NOT PROMOTED

FAILURES BY CAUSE

Each teacher assigned the chief cause for failure for each pupil who was not recommended for promotion in June, 1926. There was an increase in every type of school in the per cent of pupils retarded because of illness. There is certainly a close correlation between good health and success in school work and every means the school can adopt to further the activities of the Health Department and the Playground Athletic League should be encouraged. Repeating grades is expensive, a waste of time for both pupils and teacher. (See Table 33.)

TABLE 33

CAUSES OF NON-PROMOTION FOR PUPILS NOT PROMOTED* FOR YEAR ENDING JULY 31, 1926.

Causes of Non-Promotion	White Elementary Schools				Colored Elementary Schools
	One-Teacher Schools	Two-Teacher Schools	Graded Schools	All	
NUMBER					
Unfortunate Home Conditions and Lack of Interest	1,096	584	2,466	4,146	1,860
Mental Incapacity	706	448	1,745	2,899	830
Irregular Attendance Not Due to Sickness	1,067	530	1,127	2,724	2,107
Personal Illness	554	324	1,148	2,026	839
13 Years or Over and Employed	667	235	795	1,697	826
Transfer from Other Schools	208	140	512	860	151
Late Entrance Other than 100-Day Pupil	292	167	278	737	534
Other Causes	474	197	772	1,443	546
Total	5,064	2,625	8,843	16,532	7,693
PER CENT					
Unfortunate Home Conditions and Lack of Interest	4.5	3.7	4.0	4.1	6.8
Mental Incapacity	2.9	2.9	2.8	2.9	3.0
Irregular Attendance Not Due to Sickness	4.3	3.4	1.8	2.7	7.7
Personal Illness	2.3	2.1	1.9	2.0	3.1
13 Years or Over and Employed	2.7	1.5	1.3	1.7	3.0
Transfer from Other Schools	0.8	0.9	0.8	0.8	0.6
Late Entrance Other Than 100-day Pupil	1.2	1.1	0.5	0.7	1.9
Other Causes	1.9	1.2	1.3	1.4	2.0
Total	20.6	16.8	14.4	16.3	28.1

* Includes pupils withdrawn who would not be promoted upon their return the following year.

TABLE 34

CAUSES FOR NON-PROMOTION OF WHITE ELEMENTARY PUPILS NOT PROMOTED FOR YEAR ENDING JULY 31, 1926.

COUNTY	Total Not Promoted	Per Cent Not Promoted for									Rank in Per Cent Not Promoted for							
		All Causes	Unfortunate Home Conditions and Lack of Interest	Mental Incapacity	Irregular Attendance Not Due to Sickness	Personal Illness	13 Years or Over and Employed	Transfer from Another School	Late Entrance Other Than 100 Day Pupil	Other Causes	Unfortunate Home Conditions and Lack of Interest	Mental Incapacity	Irregular Attendance Not Due to Sickness	Personal Illness	13 Years or Over and Employed	Transfer from Another School	Late Entrance Other Than 100 Day Pupil	Other Causes
Total and Aver.	16,532	16.3	4.1	2.9	2.7	2.0	1.7	0.8	0.7	1.4	......	......	......	......	......	......	......	......
Montgomery	476	10.7	1.6	2.2	1.6	1.9	0.8	0.6	0.9	1.1	1	5	4	9	1	5	14	7
Kent	186	11.7	2.5	2.4	1.4	2.0	1.6	1.1	0.1	0.6	3	7	2	13	10	18	1	1
Baltimore	1,732	12.1	3.4	1.3	2.0	1.7	1.0	1.0	0.7	1.0	7	2	6	5	3	15	10	4
Talbot	244	13.0	2.0	4.3	0.7	2.5	1.3	0.8	0.3	1.1	2	20	1	18	6	14	2	7
Allegany	1,486	14.0	3.7	2.9	1.5	1.9	2.1	0.6	0.3	1.0	10	10	3	9	15	5	2	4
Anne Arundel	757	14.1	3.9	3.2	2.6	1.4	0.9	0.7	0.7	0.7	12	13	10	1	2	9	10	2
Washington	1,537	14.3	3.3	3.1	2.1	1.8	2.1	0.7	0.5	0.7	6	12	7	7	15	9	7	2
Frederick	1,242	16.2	4.0	3.5	3.0	1.9	1.8	0.7	0.3	1.0	13	15	12	9	11	9	2	4
Carroll	856	16.2	2.5	3.5	3.7	1.5	1.5	1.0	1.3	1.2	3	15	18	2	7	15	20	10
Wicomico	595	16.3	6.9	1.6	1.7	1.6	2.2	0.6	0.4	1.3	21	3	5	3	17	5	6	12
Queen Anne's	296	16.3	3.1	0.5	2.7	2.1	2.6	1.5	0.5	3.3	5	1	11	14	21	21	7	21
Cecil	546	16.7	3.4	2.4	3.4	1.7	1.0	1.0	0.3	3.5	7	7	16	5	3	15	2	23
Prince George's	1048	16.9	4.3	4.1	2.1	2.3	1.1	0.7	0.9	1.4	14	19	7	16	5	9	14	14
Garrett	765	17.8	3.5	2.4	3.4	1.6	2.4	0.4	1.3	2.8	9	7	16	3	19	2	20	18
Charles	332	20.1	3.7	1.6	6.1	1.9	1.8	0.5	2.6	1.9	10	3	20	9	11	3	23	16
Calvert	178	20.3	4.9	3.2	6.3	1.8	1.8	0.2	0.9	1.2	15	13	22	7	11	1	14	10
Harford	848	21.1	5.4	3.0	3.9	2.7	2.2	1.8	0.8	1.3	17	11	19	21	17	23	21	12
Somerset	549	21.4	7.1	4.0	2.1	2.6	1.9	0.6	1.1	2.0	22	18	7	20	4	5	19	17
Worcester	540	21.9	5.7	3.5	3.1	2.7	2.7	1.7	0.9	1.6	18	15	13	21	22	22	14	15
Caroline	574	23.4	6.5	5.5	3.3	2.2	2.5	1.4	0.9	1.1	19	23	14	15	20	19	14	7
Dorchester	791	26.1	9.1	2.3	6.2	2.3	1.5	0.7	0.6	3.4	23	6	21	16	7	9	9	22
Howard	527	26.7	5.2	4.7	3.3	5.4	1.5	1.4	2.0	3.2	16	22	14	23	7	19	22	20
St. Mary's	427	27.9	6.6	4.4	7.1	2.5	3.1	0.5	0.8	2.9	20	21	23	18	23	3	12	19

Failures due to unfortunate home conditions, the cause given most frequently in white schools, increased in the graded schools and colored schools, but decreased slightly in the two-teacher schools. The extension of transportation probably brings to the graded schools pupils who were previously enrolled in rural schools. In two-teacher and graded schools there was a slight reduction in non-promotions attributed to mental incapacity of pupils. This percentage appears in all types of schools to include three per cent of the public school pupils.

Failures caused by irregular attendance not due to sickness decreased in rural and colored schools. This may be due to the intensive campaigns for better attendance which have been carried on in most of the counties. Failures of 100-day pupils are fewer in the rural and colored schools, but slightly more in the graded schools, which latter condition is probably a concomitant of school consolidation. Late entrance other than 100-day pupils in the rural schools is evidently a declining factor in bringing about non-promotions in rural and colored schools, since most counties have adopted the policy of discouraging late entrance of first grade and other pupils.

In order that the counties may see which causes are most in evidence in causing non-promotions, the per cent of failures for each cause in white elementary schools has been tabulated and the counties ranked in each one. A county can see in which causes it compares favorably or unfavorably with the other counties. (See Table 34.)

TESTS IN WHITE ELEMENTARY SCHOOLS

It was decided that no state-wide standard tests would be given during the school year 1925-26. The State Department, however, prepared an annotated list of worthwhile standard tests in English, history and geography, which was sent to the counties early in the fall, with the suggestion that the counties desiring to give tests select those which suited best their plans for necessary remedial work and for course of study construction. The silent reading and arithmetic bulletins also contained annotated lists of tests in those subjects. Six counties co-operated with Dr. Charles H. Judd in testing pupils in grades 7, 8 and the first year of high school.*

The supervisors in twenty counties gave information in their annual reports to the State Superintendent regarding the tests used and the data are summarized in Table 35 by counties.

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* See page 128.

TABLE 35

STANDARD TESTS GIVEN IN WHITE ELEMENTARY SCHOOLS OF MARYLAND COUNTIES, SEPTEMBER, 1925, TO JUNE, 1926.

County	Time of Testing	No. Tested	Grades Tested	Tests Given
†Allegany	Spring	5,478	(3-6)	Monroe Silent Reading, Form II
		4,820	(4-8)	Charters' Diagnostic Language Tests
		470	(4-8)	N. Y. English Survey—Language Usage
		46	(7-8)	N. Y. English Survey—Grammar
†Anne Arundel	May	3,175	(3-8)	Monroe Silent Reading, Form III
		3,175	(3-8)	Monroe General Survey in Arith., Form III
		1,320	(6-8)	Monroe Reasoning Tests in Arith., Form II
		619	2	Pressey Second Grade Attainment Scale
†Baltimore	May	6,750	(3-6)	Burgess Silent Reading Scale
		8,852	(2-6)	Morrison McCall Spelling Scale
		6,750	(3-6)	Woody-McCall Mixed Fundamentals
Calvert	Nov.		(2-7)	Thorndike McCall
			(4-7)	Charters' Diagnostic Language
			(6-7)	Pressey-Richards Understanding of American History
	Nov., May		(3-7)	Woody-McCall Mixed Fundamentals
Carroll	May		(1-2)	Haggerty Reading Examination, Sigma I
			(3-4)	Courtis Silent Reading, No. 2
			(4-7)	Charters' Diagnostic Language, Miscellaneous A, Form 1
			7	Pressey-Richards Understanding of American History
			6	Buckingham-Stevenson Geography Information-Problem, U. S., Form I
			5	Kansas City Supervisory, U. S. States and Cities
			(4-7)	Monroe Diagnostic Tests in Arithmetic
Cecil	....	....		Burgess Silent Reading Scale
Dorchester	April		1	Detroit Word Recognition
			(2-3)	Haggerty Reading, Sigma I
	December		(3-7)	Charters' Diagnostic Language Verb, Form I
	April		(3-7)	Charters' Diagnostic Language Verb, Form II
†Frederick	May			
Oakland Unit, Garrett	Jan., May		(3-7)	Monroe Silent Reading
			(3-7)	Monroe Arithmetic
			(3-7)	Buckingham Scale for Problems in Arithmetic
			(4-7)	Buckingham Stevenson Geography, U. S. and World
			(1-2)	Pressey Second Grade Attainment Scale
Harford	May	1,024	(1-2)	Detroit Word Recognition
		2,201	(3-7)	Ayres Burgess Reading Scale, Form 4
Howard	May		(2-7)	Thorndike McCall, Form II
		1,117	(3-7)	Charters' Diagnostic Language
		1,117	(3-7)	Woody-McCall Fixed Fundamentals
Kent	May		(3-7)	Monroe Silent Reading
			*(1-2)	Detroit Word Recognition
			*(1-2)	Pressey Second Grade Attainment Scale
			(3-7)	Buckingham Scale for Arithmetic Problems
†**Montgomery	May		(3-7)	National Intelligence Tests
			(1-4)	Otis Group Intelligence Tests
			(3-7)	Illinois General Intelligence, Arith., Reading
			(2-7)	Stanford Achievement
			(5-6)	Stone Reading Test
			(2-7)	Courtis Reading Test
			(2-7)	Trabue Language Scale
			(3-7)	Woody-McCall Mixed Fundamentals
			(3-7)	Courtis Research Tests in Fundamentals
			(3-7)	Buckingham Scale for Problems in Arithmetic
				Kansas City Scale for Measuring Handwriting

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*Graded only.

**The tests listed were available to teachers of the county who wished to use them. They were not given county-wide and results of all schools giving each test were not tabulated.

†In addition to tests listed this county was one of six counties cooperating with Dr. Judd in testing in a number of subjects pupils in grade 7, (8) and the first year of high school. See page 128 for tests given.

County	Time of Testing	No. Tested	Grades Tested	Tests Given
Prince George's	May		(3–7)	Thorndike McCall Reading, Form 4
			(3–7)	Woody-McCall Arithmetic, Form 2
Queen Anne's	Fall, Spring	1,362	(2–7)	Ayres' Handwriting Scale
	Jan., May	265	1	Haggerty Reading, Sigma I
		156	(6–7)	Thorndike-McCall Reading Scale, Form 5
		156	(6–7)	Stanford Achievement Test
		156	(6–7)	Buckingham Scale for Problems in Arithmetic
		156	(6–7)	Courtis Supervisory Tests in Arithmetic Fundamentals
St. Mary's	Nov.	646	(4–7)	N. Y. English Survey, Language Usage
		456	(5–7)	Posey Van Wagenen Geography
Somerset	May	1,566	(3–7)	Burgess Silent Reading Scale, Form I
	Nov.		(4–7)	N. Y. English Survey, Language Usage
	Nov., May	249	7	N. Y. English Survey, Grammar
	May	1,566	(3–7)	Charters' Diagnostic Language
	May	249	7	Harlan American History
	May	1,566	(3–7)	Woody-McCall Mixed Fundamentals
	Nov.		(4–7)	Stevenson Arithmetic Reading
Talbot	April		(3–7)	Charters' Diagnostic Language
†Washington	October	6,551	(3–8)	Charters' Diagnostic Language
	May	5,996	(3–8)	Charters' Diagnostic Language
Wicomico	Nov.		(4–7)	N. Y. English Survey, Language Usage
			7	N. Y. English Survey, Grammar
Worcester	Nov.	1,452	(3–7)	Charters' Diagnostic Language
	Feb.	1,383		
	May	1,363		

†In addition to tests listed this county was one of six counties cooperating with Dr. Judd in testing in a number of subjects pupils in grade 7 and 8 and the first year of high school. See page 128 for tests given

Most of the counties also gave informal tests devised to fit the course of study and textbooks in use in the county. The following use of informal tests in Baltimore County is typical of that described by a number of supervisors.

> "Informal tests in reading, arithmetic and grammar were given as a means of improving classroom instruction. The arithmetic tests were planned to cover, in the main, the Course of Study for the grade and to show how well the children had been taught. These informal tests were an excellent means of helping the established, satisfied and experienced teacher.
>
> "As the children took the tests their solutions were observed. The fact which the papers showed most of the class needed was re-taught by the supervisor. After class the papers were carefully checked and analyzed and the errors charted. The errors, together with suggestions for remedial work, were left with the teacher. A graph of the median records of the various classes was made and shown to each teacher, so that she might see how her class measured with others. The results of such informal tests were shocks to some teachers who were teaching the subject-matter, but failing to drill enough to fix the facts. In cases where the results were very bad, drill was suggested and the promise was made of a similar test in two weeks to see the improvement which had been made.
>
> "The reading and grammar tests were planned to meet certain needs in the classroom teaching and a procedure similar to that for arithmetic was used. The results of the informal grammar tests were very discouraging. Undoubtedly, they will form a basis for discussion at the teachers' meetings next year."*

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* Adapted from the report of Nellie Gray, Baltimore County.

HIGH SCHOOL GRADUATES AND PERSISTENCE TO GRADUATION

In June, 1926, the high schools graduated 2,619 white pupils, of whom 1,045 were boys and 1,574 girls. This was an increase of 116 in boys graduated, but a decrease of 36 in girls under the number in 1925. The number of graduates since 1919 is shown below. (See Table 36.)[1]

TABLE 36

FOUR YEAR WHITE HIGH SCHOOL GRADUATES IN MARYLAND COUNTIES 1919 TO 1926.

Year	Boys	Girls	Total	Annual Increase
1919	323	681	1004	...
1920	378	772	1150	146
1921	470	893	1363	213
1922	599	1034	1633	270
1923	686	1267	1953	320
1924	813	1405	2218	265
1925	929	1610	2539	321
1926	1045	1574	2619	80

The number of graduates by counties varied from 297 in Allegany to 8 in St. Mary's. All of the counties except Frederick, Carroll, Montgomery, Worcester, Caroline, Anne Arundel, Queen Anne's, Kent and Calvert had a larger number of graduates in 1926 than in 1925. (See Chart 14.)

There were in addition, 21 boys and 37 girls who graduated from eight four-year colored high schools.

The number of county white pupils enrolled in the first year of the high school course from September, 1922, to June, 1923, was 5,756. Since 2,619 graduated in June, 1926, it indicates that approximately 45.3 per cent of the first-year pupils in the earlier year carried their four-year high school course to completion. The boys did not equal the girls in persevering to the end, for only 38.4 per cent of the first-year boys, as against 51.8 per cent of the girls, received diplomas in June, 1926.

The holding power of the high schools in the various counties ranged from 77.1 per cent in Charles to 29.3 per cent in Calvert. For boys the variation ran from 57 per cent in Washington to only 7.4 per cent in Calvert. The maximum holding power possible was found among Charles County girls, 100 per cent, and

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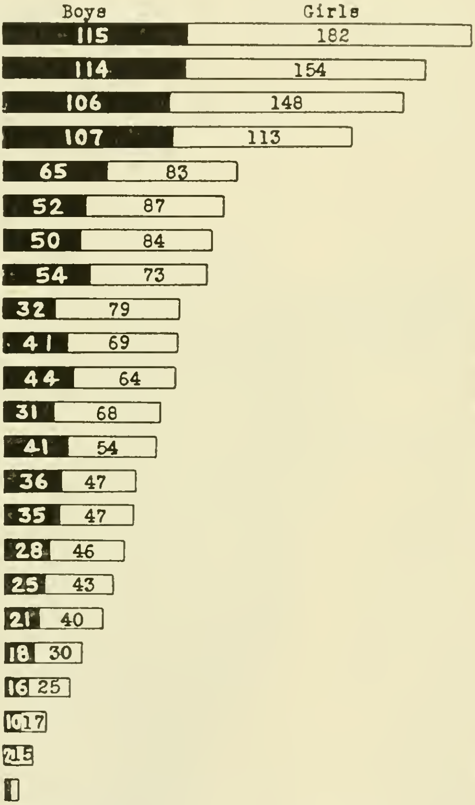
[1] For graduates from individual high schools, see Table XXXII, pages 306 to 311.

CHART 14

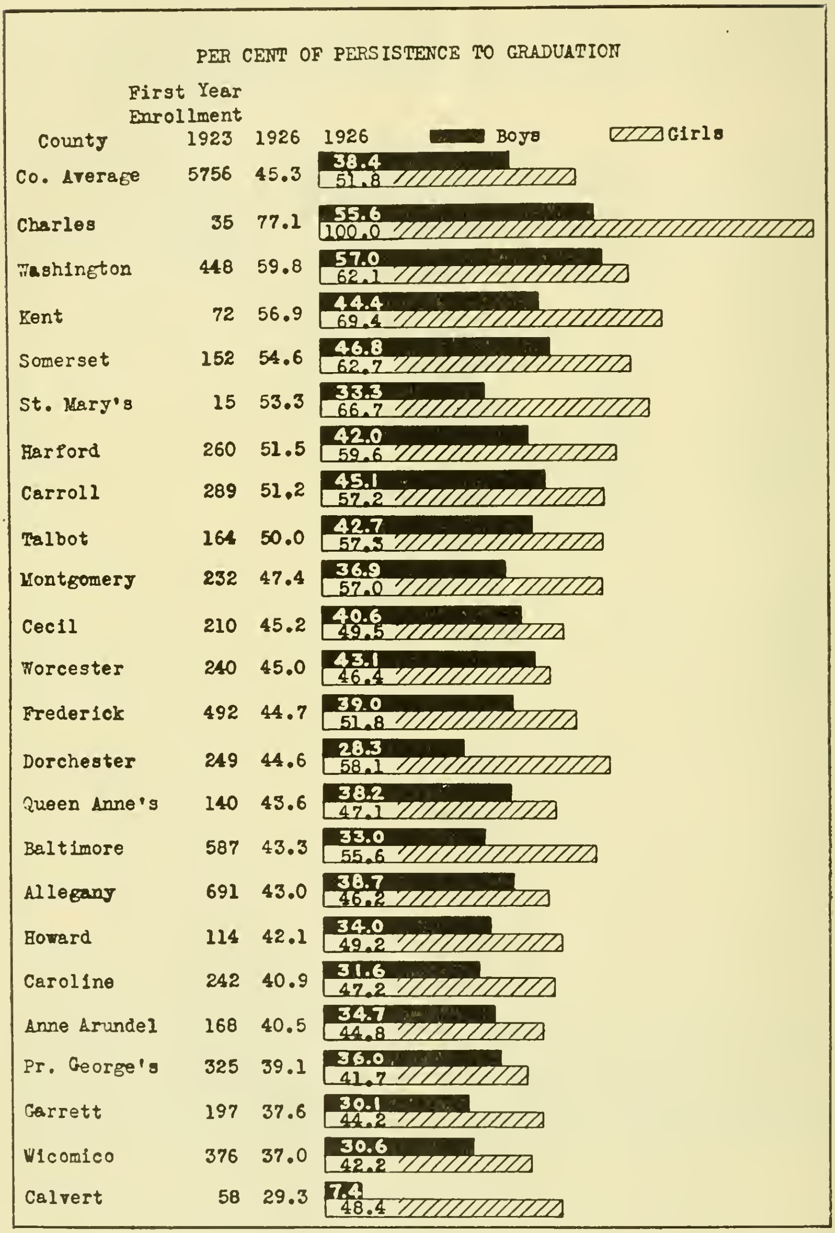
NUMBER OF BOYS AND GIRLS GRADUATED FROM WHITE HIGH SCHOOLS

County	1924	1925	1926	1926 Boys	1926 Girls
Allegany	217	276	297	115	182
Washington	198	239	268	114	154
Baltimore	239	244	254	106	148
Frederick	214	228	220	107	113
Carroll	112	164	148	65	83
Wicomico	112	130	139	52	87
Harford	104	114	134	50	84
Pr. George's	129	120	127	54	73
Dorchester	79	72	111	32	79
Montgomery	95	111	110	41	69
Worcester	110	108	108	44	64
Caroline	87	103	99	31	68
Cecil	67	91	95	41	54
Somerset	87	77	83	36	47
Talbot	57	79	82	35	47
Garrett	54	60	74	28	46
An. Arundel	73	102	68	25	43
Qu. Anne's	64	83	61	21	40
Howard	40	30	48	18	30
Kent	46	49	41	16	25
Charles	7	21	27	10	17
Calvert	25	32	17	2	15
St. Mary's	2	6	8		



the minimum was found in Prince George's County—41.7 per cent. There is a very great discrepancy between the holding power for boys and girls in the three Southern Maryland Counties and in Dorchester County. Worcester, Washington, Prince George's, Allegany, Cecil and Queen Anne's hold the boys who enter high school nearly as well as the girls. (See Chart 15.)

CHART 15



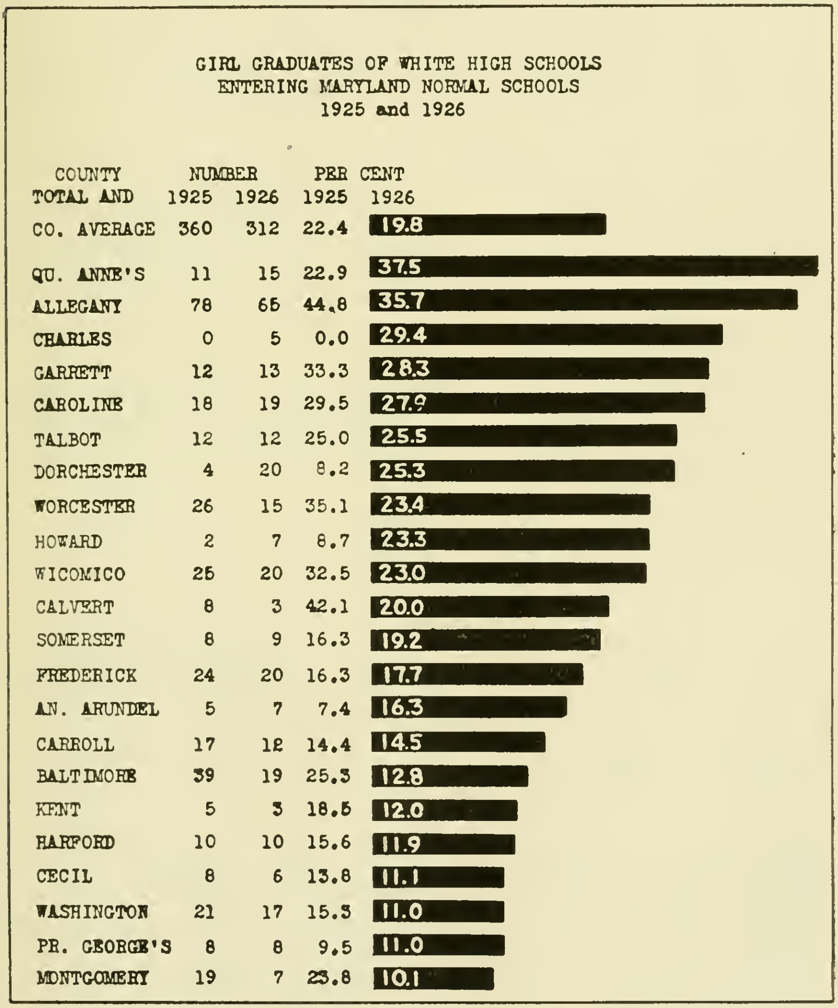
PER CENT OF PERSISTENCE TO GRADUATION

County	First Year Enrollment 1923	1926	1926 ▇ Boys	1926 ▨ Girls
Co. Average	5756	45.3	38.4	51.8
Charles	35	77.1	55.6	100.0
Washington	448	59.8	57.0	62.1
Kent	72	56.9	44.4	69.4
Somerset	152	54.6	46.8	62.7
St. Mary's	15	53.3	33.3	66.7
Harford	260	51.5	42.0	59.6
Carroll	289	51.2	45.1	57.2
Talbot	164	50.0	42.7	57.3
Montgomery	232	47.4	36.9	57.0
Cecil	210	45.2	40.6	49.5
Worcester	240	45.0	43.1	46.4
Frederick	492	44.7	39.0	51.8
Dorchester	249	44.6	28.3	58.1
Queen Anne's	140	43.6	38.2	47.1
Baltimore	587	43.3	33.0	55.6
Allegany	691	43.0	38.7	46.2
Howard	114	42.1	34.0	49.2
Caroline	242	40.9	31.6	47.2
Anne Arundel	168	40.5	34.7	44.8
Pr. George's	325	39.1	36.0	41.7
Garrett	197	37.6	30.1	44.2
Wicomico	376	37.0	30.6	42.2
Calvert	58	29.3	7.4	48.4

GRADUATES ENTERING NORMAL SCHOOLS

The normal schools secure their student body chiefly from the graduating classes of the high schools. Since the teacher supply in the elementary schools is dependent on the interest high school graduates take in preparing for the profession of teaching, the ranking of the counties in graduates entering the normal schools is very important.[1]

CHART 16



GIRL GRADUATES OF WHITE HIGH SCHOOLS
ENTERING MARYLAND NORMAL SCHOOLS
1925 and 1926

COUNTY	NUMBER		PER CENT	
TOTAL AND	1925	1926	1925	1926
CO. AVERAGE	360	312	22.4	19.8
QU. ANNE'S	11	15	22.9	37.5
ALLEGANY	78	65	44.8	35.7
CHARLES	0	5	0.0	29.4
GARRETT	12	13	33.3	28.3
CAROLINE	18	19	29.5	27.9
TALBOT	12	12	25.0	25.5
DORCHESTER	4	20	8.2	25.3
WORCESTER	26	15	35.1	23.4
HOWARD	2	7	8.7	23.3
WICOMICO	26	20	32.5	23.0
CALVERT	8	3	42.1	20.0
SOMERSET	8	9	16.3	19.2
FREDERICK	24	20	16.3	17.7
AN. ARUNDEL	5	7	7.4	16.3
CARROLL	17	12	14.4	14.5
BALTIMORE	39	19	25.3	12.8
KENT	5	3	18.6	12.0
HARFORD	10	10	15.6	11.9
CECIL	8	6	13.8	11.1
WASHINGTON	21	17	15.3	11.0
PR. GEORGE'S	8	8	9.5	11.0
MONTGOMERY	19	7	23.8	10.1

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[1] For entrants to normal schools from each individual high school, see Table XXXII, pages 306 to 311.

The number of girl high school graduates who entered the normal schools in the fall of 1926—312—was fewer by 48 than the number in 1925. As will be seen in Table 35, there was a decrease in the total number of girls who graduated from high schools. The per cent entering normal schools declined from 22.4 in 1925 to 19.8 per cent in 1926. It is interesting to see that there were fewer normal school entrants from Allegany, Worcester, Wicomico, Calvert, Frederick, Carroll, Baltimore, Kent, Cecil, Washington, and Montgomery Counties. In all of these counties except Frederick and Carroll the per cent entering normal school is also lower. The first four counties named did not have sufficient vacancies to employ all of their own graduates. A number of the counties, on the other hand, do not have enough of their own graduates to satisfy their needs, which makes it possible for the excess graduates of one county to find satisfactory positions in other counties of the State. Queen Anne's, Charles, Dorchester and Howard Counties increased the number and per cent of graduates entering the normal schools considerably. The per cent of girl graduates entering the Maryland Normal Schools ranged from 37.5 in Queen Anne's to 10.1 per cent in Montgomery. (See Chart 16.)[1]

There were, also, 28 boy high school graduates from eleven counties who entered the normal schools in the fall of 1926. Allegany sent 8; Carroll, 5; Baltimore, 4; Frederick, 3; Talbot and Washington, 2 each; and Charles, Garrett, Caroline, Montgomery and Wicomico, 1 each. (See Table 37.)

TABLE 37

NUMBER AND PERCENT OF 1926 BOY HIGH SCHOOL GRADUATES IN MARYLAND COUNTIES WHO ENTERED MARYLAND NORMAL SCHOOLS IN SEPTEMBER, 1926

COUNTY	Total No. Boy Graduates	Boy Graduates Entering Normal Schools	Per Cent of Boy Graduates Entering Normal Schools
County and Average	1,045	29	2.8
Charles	10	1	10.0
Carroll	65	5	7.7
Allegany	115	8	7.0
Talbot	35	2	5.7
Baltimore	106	4	3.8
Garrett	28	1	3.6
Caroline	31	1	3.2
Frederick	107	3	2.8
Montgomery	41	1	2.4
Wicomico	52	1	1.9
Washington	114	2	1.8
All Others	341	0	0.0

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[1] See also Table 125, page 245.

OCCUPATIONS OF WHITE HIGH SCHOOL GRADUATES OF 1925

Each high school principal was asked to ascertain the occupation during 1925-26 of pupils who graduated from county high schools in 1925. Reports were sent in for 2,525 graduates, of whom 922 were boys and 1,603 girls. (See Table 38.)

TABLE 38

OCCUPATIONS OF 1925 GRADUATES AS REPORTED BY PRINCIPALS OF WHITE COUNTY HIGH SCHOOLS

OCCUPATION	Number		Per Cent	
	Boys	Girls	Boys	Girls
College, University, Art or Music School	317	250	34.4	15.6
Normal School	24	364	2.6	22.7
Commercial Education	80	122	8.7	7.6
Clerical Work	182	301	19.7	18.8
Nursing	....	100	....	6.2
Trade	68	23	7.4	1.4
Agriculture	77	....	8.3	....
Manufacturing	24	4	2.6	0.2
Transportation	20	25	2.2	1.6
Teaching	1	14	0.1	0.9
Mining	5	....	0.5	....
Work at home, married (girls)	31	146	3.4	9.1
Staying at Home	22	163	2.4	10.2
Other and Unknown	71	91	7.7	5.7
Total	922	1,603	100.0	100.0

The proportions going into the different fields of work do not differ greatly from those reported a year ago. There are slight increases in the per cent of girls who went to colleges and normal schools and into nursing, while the per cent of both boys and girls who went into commercial schools, teaching and manufacturing declined. The per cent of boys engaged in agriculture increased.

Approximately 46 per cent of the boys and girls continued their education beyond high school. Of the boys, 34 per cent entered colleges and universities, 3 per cent normal schools and 9 per cent commercial schools. Of the girls, the normal schools enrolled 23 per cent, colleges and universities 16 per cent and commercial schools 7 per cent.

Many who entered these higher institutions for professional training are planning to teach—those entering the colleges and

TABLE 39

PER CENT. OF 1925 GRADUATES OF WHITE COUNTY HIGH SCHOOLS HAVING THE FOLLOWING OCCUPATIONS:

COUNTY	Total No. 1925 Graduates		College or University		Normal School		Commercial School		Nursing	Clerical Work		Trade		Manufacturing		Agriculture	Transportation		Working at Home, Married Girls		Staying at Home, Married Girls		Teaching	Miscellaneous and Unknown	
	B.	G.	B.	G.	B.	G.	B.	G.	G.	B.	G.	B.	G.	B.	G.	B.	B.	G.	B.	G.	B.	G.	G.	B.	G.
Total Number	922	1,603	317	250	24	364	80	122	100	182	301	68	23	24	4	77	20	25	31	146	22	163	14	77	91
Average County	....	....	34.4	15.6	2.6	22.7	8.7	7.6	6.2	19.7	18.8	7.4	1.4	2.6	0.2	8.3	2.2	1.6	3.4	9.1	2.4	10.2	0.9	8.3	5.7
Allegany	103	174	32.1	14.4	6.8	42.0	1.9	3.4	8.0	6.8	12.6	22.3	4.6	10.7	0.6	....	3.9	....	2.9	6.9	2.9	4.6	....	9.7	2.9
Anne Arundel	34	68	44.1	4.4	3.0	11.8	....	7.4	4.4	35.3	39.7	....	....	....	....	2.9	....	....	....	4.4	....	20.6	....	14.7	7.3
Baltimore	89	155	28.1	10.3	3.4	25.2	1.1	1.9	5.2	33.7	37.4	4.5	1.9	10.1	....	5.6	1.1	....	5.6	5.2	....	7.1	....	6.8	5.8
Calvert	13	19	30.8	5.3	....	36.9	....	....	5.2	7.7	....	7.7	10.5	....	....	38.4	....	....	....	15.8	15.4	5.2	....	....	21.1
Caroline	42	61	33.3	16.4	2.4	32.8	21.4	13.1	8.2	16.7	14.8	2.4	1.6	....	....	4.8	....	....	....	4.9	....	4.9	....	19.0	3.3
Carroll	47	118	44.7	29.7	....	16.1	8.5	5.9	9.3	12.8	15.3	8.5	....	4.3	1.7	8.5	....	....	4.3	14.4	4.2	2.5	1.7	4.2	3.4
Cecil	33	58	18.2	8.6	....	17.2	30.3	24.1	6.9	15.1	6.9	12.1	....	....	....	6.1	6.1	....	3.0	3.5	....	29.3	....	9.1	3.5
Charles	6	15	....	13.3	33.3	....	....	20.0	6.7	16.7	6.7	16.7	33.3	....	....	16.7	....	....	....	6.7	16.6	13.3	....	....	....
Dorchester	24	49	50.0	12.3	....	18.4	12.5	2.0	14.3	20.8	24.5	4.2	....	....	2.0	....	4.2	....	4.2	10.2	....	10.2	....	4.1	6.1
Frederick	81	147	28.4	21.8	2.5	16.3	4.9	6.1	9.5	30.9	17.7	3.7	....	2.5	....	12.4	4.9	....	3.7	17.0	1.2	6.8	2.1	4.9	2.7
Garrett	24	36	29.2	11.1	....	33.3	....	2.8	....	4.2	11.1	8.3	....	....	....	4.2	12.5	....	4.1	25.0	....	....	5.6	37.5	14.1
Harford	50	64	42.0	11.0	4.0	15.6	10.0	15.6	7.8	10.0	20.3	2.0	....	....	....	12.0	2.0	....	2.0	6.3	12.0	15.6	....	4.0	7.8
Howard	7	23	....	13.1	14.3	4.3	14.3	26.1	....	42.8	17.4	....	8.7	....	....	28.6	....	....	....	17.4	....	8.7	....	....	4.3
Kent	22	27	54.5	37.1	....	14.8	4.5	3.7	....	18.2	14.8	....	....	....	....	22.8	....	....	....	18.5	....	11.1	....	....	....
Montgomery	30	80	43.4	13.8	....	26.3	13.3	17.5	3.7	13.3	21.3	6.7	....	....	....	23.3	....	....	....	3.7	....	13.7	....	....	....
Prince George's	36	83	41.7	19.3	....	9.6	5.6	12.1	....	8.3	34.9	5.6	....	....	....	22.2	....	....	8.3	10.9	....	9.6	....	8.3	3.6
Queen Anne's	35	48	51.4	18.7	....	27.1	17.1	12.5	2.1	11.4	14.6	5.7	....	....	....	14.3	....	....	....	2.1	....	20.8	....	....	2.1
St. Mary's	6	....	66.7	....	....	....	....	....	....	33.3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Somerset	27	48	26.0	14.6	....	18.8	11.1	6.2	6.2	37.0	35.4	3.7	....	....	....	....	....	....	7.4	....	3.7	14.6	....	11.1	4.2
Talbot	31	49	25.8	16.3	3.2	22.5	9.7	....	2.1	29.1	24.5	6.4	....	....	....	19.4	....	....	....	6.1	....	24.5	2.0	6.4	2.0
Washington	102	136	30.4	15.4	2.9	14.7	12.7	5.9	5.9	21.6	2.2	6.9	1.5	....	....	1.0	3.9	18.4	3.9	5.9	4.9	16.9	4.4	11.8	8.8
Wicomico	46	70	43.4	14.3	2.2	27.1	2.2	2.9	8.6	26.1	8.6	....	....	....	....	10.9	....	....	....	17.1	....	1.4	....	15.2	20.0
Worcester	34	75	23.5	12.0	....	36.0	23.5	6.7	6.7	11.8	10.7	20.6	....	....	....	2.9	....	....	14.7	12.0	2.9	2.6	....	....	13.3

universities preparing for the high school field, while those entering normal schools are securing the training necessary for positions in the elementary school field. A number of those going to the colleges and universities will become the future doctors, lawyers, engineers, scientific farmers, ministers and other professional workers of the community.

Clerical work claimed almost one-fifth of the high school graduates. Others went into trade, transportation and manufacturing, indicating the need of high school commercial courses, which give a broad outlook of the opportunities for service in the production and distribution of goods for the consumer.

One hundred of the county girl graduates of 1925 undertook training in the hospitals for the profession of nursing.

Seventy-seven boy graduates, many of whom had had the advantage of courses in vocational agriculture now offered in most of the counties, went to work on the farms.

Nearly one-fifth of the 1925 girl graduates were at home, some married and running their own homes, others assisting their parents. Courses in home economics in the high schools function naturally in the home environment.

Similar data for the individual counties are available in Table 39.

The counties varied considerably in the proportion of graduates going to colleges and universities. It is interesting to note that counties in which or adjacent to which colleges are located had a larger proportion of graduates in colleges than those without such facilities.

Anne Arundel had 44 per cent of its boy graduates in college. The presence of St. John's College at Annapolis probably accounts for this. Carroll County had 45 per cent of its boys and 30 per cent of its girls in colleges. Western Maryland and Blue Ridge Colleges evidently attracted the Carroll County graduates.

Hood College probably was influential in drawing 22 per cent of the Frederick County girl graduates to college. Washington College, in Kent, was undoubtedly largely responsible for the presence of 55 per cent of the boys and 37 per cent of the girls in college, and perhaps explains why 51 per cent of the boy and 19 per cent of the girl graduates from Queen Anne's County are in college.

Dorchester and Wicomico Counties have 50 and 43 per cent, respectively, of their boys in college. Harford, Prince George's and Montgomery have over 42 per cent of their boy graduates in college.

THE SUBJECTS STUDIED BY WHITE HIGH SCHOOL PUPILS

A comparison with 1925 of subjects studied in high school in 1926 indicates that considerable gains were made in the per cent taking the social studies—a gain from 71 to 78 per cent; in girls taking science—a gain from 53 to 65 per cent; in juniors and seniors taking stenography, typewriting and bookkeeping, the 1926 distribution including over one-third of the juniors and seniors; and in the per cent having courses in music—a gain of 5 per cent—so that 47 per cent now have work in high school music. There were losses in boys taking French and manual training and in physical education for both boys and girls. (See Table 40.)

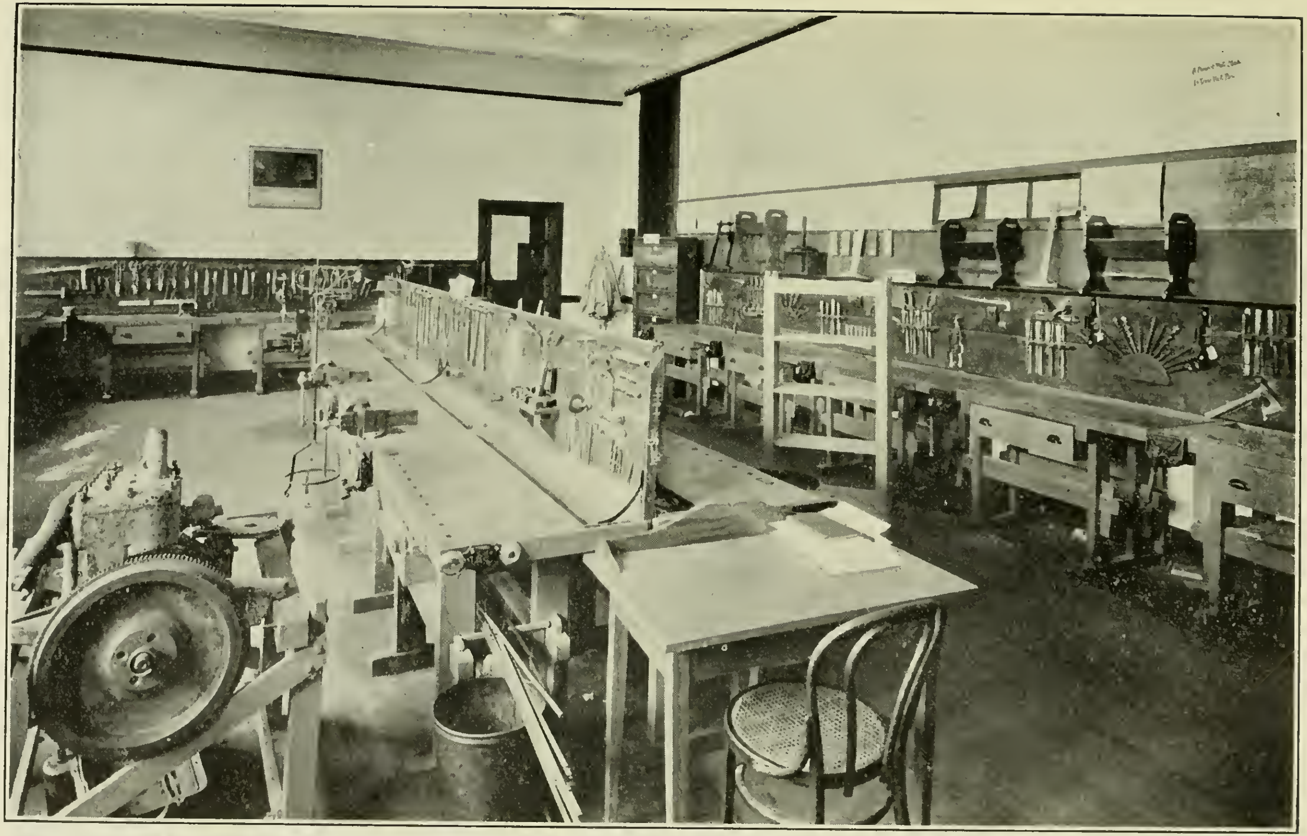
TABLE 40

DISTRIBUTION OF ENROLLMENT IN MARYLAND COUNTY WHITE HIGH SCHOOLS BY SUBJECTS TAKEN FOR YEAR ENDING JULY 31, 1926.

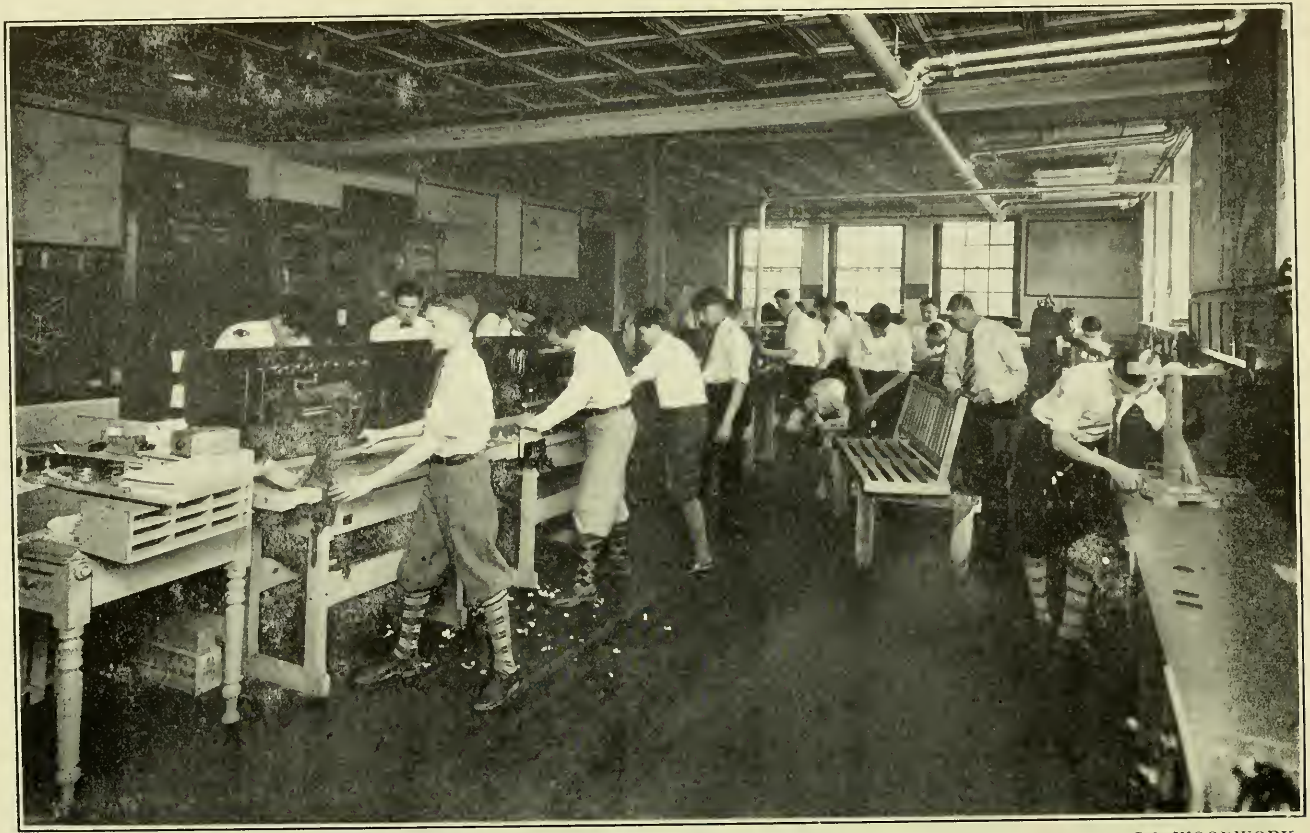
SUBJECT	No. Enrolled†		Per Cent	
	Boys	Girls	Boys	Girls
Total	8,135	10,392	....	....
English	8,190	10,374	100.0	99.8
Mathematics	6,684	7,866	82.2	75.7
Social Studies	6,363	8,149	78.2	78.4
Science	5,638	6,735	69.3	64.8
Latin	2,154	3,497	26.5	33.7
French	1,400	2,428	17.2	23.4
Spanish	31	29	.3	.3
German	6	2	.1	....
Manual Training	4,256	....	52.4	....
Home Economics:				
General	....	6,595	....	63.5
Vocational	....	546	....	5.3
Agriculture:				
Vocational	869	....	10.7	....
General	67	....	.8	....
Stenography, Typewriting and Bookkeeping	850	1,339	*33.1	*35.3
Other Commercial Subjects	376	315	4.6	3.0
Physical Education	1,496	1,861	18.4	17.9
Music	3,787	4,887	46.5	47.1
Art	....	105	....	1.0

† Exclusive of withdrawals for removal, transfer or death.

*Figures represent the percentage of 2,567 boys and 3,794 girls enrolled in third and fourth years. For the entire enrollment percentages would be 10.4 and 12.9.



GENERAL SHOP IN NEW TOWSON HIGH SCHOOL, PLANNED BY JOHN SEIDEL, IN WHICH WOODWORK, ELECTRICITY, SHEET METAL, MECHANICAL DRAWING, COLD METAL AND PIPE FITTING ARE PROVIDED FOR. THE TOTAL COST OF EQUIPMENT IS ABOUT $850.



GENERAL SHOP IN OLD FRANKLIN HIGH SCHOOL, REISTERSTOWN, PLANNED BY JOHN SEIDEL, IN WHICH WOODWORK, ELECTRICITY, SHEET METAL, MECHANICAL DRAWING, COLD METAL AND PIPE FITTING ARE PROVIDED FOR. THE TOTAL COST OF EQUIPMENT IS ABOUT $850.

TABLE 41

DISTRIBUTION OF ENROLLMENT IN MARYLAND COUNTY WHITE HIGH SCHOOLS BY PER CENT TAKING EACH SUBJECT YEAR ENDING JULY 31, 1926.

COUNTY	Total Enrollment		PER CENT OF ENROLLMENT TAKING																									
			English		Mathematics		Social Studies		Science		Latin		French		Manual Training	Home Economics		Agriculture		Stenography, Typing and Book keeping		Other Commercial Subjects		Physical Education		Music	
																General	Vocational	Vocational	General								
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Girls	Boys	Boys	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total and Average	8,135	10,392	100.0	99.8	82.2	75.7	78.2	78.4	69.3	64.8	26.5	33.7	17.2	23.4	52.4	63.5	5.3	10.7	.8	10.4	12.9	4.6	3.0	18.4	17.9	46.5	47.1
Allegany	*a*798	*a*1,081	100.0	100.0	82.1	76.6	87.0	82.5	78.3	70.8	26.9	40.9	*b*16.9	*b*26.0	72.2	90.1	....	*c*2.6	....	10.9	9.0	3.0	5.3	22.4	65.4	46.2	43.4
Anne Arundel	344	417	100.0	100.0	90.4	79.6	95.6	96.1	63.9	54.7	26.7	24.7	10.5	12.0	48.5	40.8	5.8	4.1	....	8.7	14.2	12.5	8.6	....	....	7.6	18.0
Baltimore	943	1,102	100.0	100.0	89.0	75.6	64.9	62.1	72.1	63.8	33.9	32.9	34.1	40.8	100.0	100.0	....	....	1.2	6.0	13.7	....	....	99.7	96.4	95.7	94.8
Calvert	55	91	100.0	100.0	100.0	85.7	100.0	100.0	80.0	83.5	....	....	5.5	26.4	....	....	....	....	....	....	....	....	....	....	....	....	....
Caroline	229	337	100.0	100.0	87.3	85.8	100.0	89.0	55.0	59.3	14.8	28.5	20.1	33.5	90.0	84.0	....	....	....	27.5	21.7	11.4	5.0	....	....	....	....
Carroll	462	553	99.8	100.0	74.5	74.7	74.7	88.1	75.5	65.8	14.1	24.6	*d*11.0	*d*23.3	72.9	98.0	....	19.7	....	10.8	10.3	5.4	3.8	....	....	92.2	96.6
Cecil	251	354	100.0	100.0	85.6	81.1	86.5	86.4	47.8	46.9	17.5	21.2	31.9	34.7	59.8	62.1	....	12.0	....	4.4	9.9	14.3	11.0	....	....	21.9	20.1
Charles	101	109	100.0	100.0	92.1	98.2	100.0	100.0	64.4	52.3	....	....	45.5	49.5	....	....	....	....	....	....	....	....	....	....	....	....	....
Dorchester	313	427	98.7	79.1	72.5	70.7	68.4	69.6	46.6	51.5	29.1	37.2	9.6	15.7	28.1	26.7	....	10.5	....	19.2	17.3	....	....	....	....	16.9	17.1
Frederick	721	810	100.0	98.5	68.4	68.1	78.9	86.2	66.9	58.3	23.6	36.2	15.5	20.2	44.2	55.8	2.7	17.6	7.5	12.1	13.6	11.1	7.2	30.7	27.3	42.9	41.7
Garrett	247	325	99.6	100.0	81.0	73.8	76.5	63.1	80.2	77.5	7.3	6.8	4.0	17.8	....	....	60.0	45.3	....	7.7	4.6	....	....	....	....	34.8	39.4
Harford	355	487	100.0	100.0	83.7	72.1	100.0	100.0	54.4	52.0	27.0	35.5	16.1	20.3	67.3	60.8	4.3	16.6	....	1.4	6.8	....	....	....	....	28.2	27.9
Howard	184	210	100.0	99.5	82.6	74.3	96.2	90.0	78.3	73.3	9.2	18.6	4.3	11.0	....	....	13.8	29.9	....	17.9	21.9	....	....	34.8	25.2	94.6	89.0
Kent	147	214	100.0	100.0	85.7	85.0	83.0	79.0	75.5	70.6	26.5	59.8	2.7	9.3	76.9	76.6	....	....	....	8.8	4.7	....	....	....	....	....	*e*49.5
Montgomery	467	504	98.7	100.0	83.5	70.4	73.9	74.4	91.2	81.7	11.1	24.6	13.9	19.2	7.7	48.0	9.5	25.5	.4	3.6	11.3	....	....	14.3	14.3	63.4	59.3
Prince George's	507	630	100.0	99.4	73.0	71.9	77.7	73.2	86.8	81.1	17.2	16.2	15.2	21.4	49.1	63.0	8.1	13.4	....	8.5	14.0	6.1	5.2	....	....	63.3	61.0
Queen Anne's	152	241	100.0	100.0	77.6	74.3	61.8	68.0	59.9	54.4	48.7	63.9	31.6	37.8	100.0	100.0	....	16.4	....	2.0	2.5	5.3	1.7	....	....	12.5	14.9
St. Mary's	63	89	100.0	100.0	100.0	84.3	81.0	91.0	50.8	59.6	47.6	39.3	*f*4.8	13.5	....	22.5	....	....	....	....	6.7	....	....	19.0	31.5	3.2	33.7
Somerset	259	348	97.7	97.1	69.1	69.0	68.7	71.8	56.4	67.0	29.0	35.3	15.4	18.7	20.5	34.2	19.5	11.6	....	25.1	18.1	10.0	9.5	6.6	3.7	20.1	22.4
Talbot	224	277	100.0	100.0	79.5	71.5	79.9	85.9	54.5	56.7	34.8	43.0	18.3	14.4	12.9	35.4	....	13.4	....	4.0	12.6	6.2	6.1	....	....	60.7	74.4
Washington	669	822	100.0	100.0	95.7	78.6	69.8	65.7	62.5	64.4	52.6	58.3	17.9	21.4	49.5	84.7	....	3.0	....	10.3	14.5	9.4	....	....	....	60.8	71.7
Wicomico	369	568	100.0	96.1	90.8	85.6	66.4	74.1	72.4	62.9	39.0	37.3	6.2	11.8	62.6	64.8	....	....	....	26.8	27.3	....	....	....	....	9.2	9.7
Worcester	275	396	100.0	99.2	78.2	74.0	76.4	72.7	74.2	75.5	22.2	30.6	13.1	23.0	56.7	63.4	22.2	12.7	....	10.9	12.6	....	....	....	....	50.5	48.5

*a*Excludes Pennsylvania Avenue. *b*Excludes 3.0 boys and 2.7 girls taking Spanish. *c*Excludes 1.6 girls taking Vocational Agriculture. *d*Excludes 1.3 boys and .4 girls taking German. *e*Art. *f*Excludes 11.1 boys taking Spanish.

English was required of all pupils. Mathematics enrolled 82 per cent of the boys and 76 per cent of the girls. The social studies enrolled nearly four-fifths of all pupils, while science was given to approximately two-thirds. Latin was studied by over one-fourth of the boys and one-third of the girls, while French was taken by over one-sixth of the boys and not quite one-fourth of the girls. Slightly over one-half of the boys had manual training and over two-thirds of the girls had home economics. (See pictures of General Shops for work in wood, electricity, sheet metal, mechanical drawing, cold metal and pipe fitting available in the Baltimore County high schools.)

There is considerable variation in the subjects offered and in the per cent taking those which are provided. Latin, home economics, commercial courses and music, for example, were not given in Calvert or Charles Counties. Manual training was not provided in Calvert, Charles, Garrett, Howard and St. Mary's Counties, except in so far as it was available in courses in agriculture furnished in Garrett and Howard Counties. Caroline reported no music courses in its high schools. A few of the larger high schools in Allegany, Baltimore, Frederick, Howard and Montgomery Counties offered definite courses in physical education.

Variation in the per cent taking subjects which were offered may be illustrated by Latin, in which Garrett had 7 per cent enrolled, while at the opposite extreme Washington and Queen Anne's had from one-half to three-fifths of their pupils taking the subject. (See Table 41, which shows the per cent enrolled in each subject in each county. Similar data for each individual high school are available in Table XXXIII, pp. 312 to 317.)

FAILURES BY SUBJECTS IN WHITE HIGH SCHOOLS

As was true of the elementary schools, the number and per cent withdrawing and failing in each high school subject is much larger for boys than for girls.

Withdrawals for boys in 1926 when compared with 1925 were slightly higher for all subjects except Latin and agriculture; on the other hand non-promotions in mathematics, social studies, and science were slightly less. For girls, withdrawals in 1926 compared with 1925 were lower except in the social studies and commercial subjects, while failures were lower in all subjects except mathematics and commercial work. The figures indicate that slightly over one fourth of the high school boys withdraw from or fail in the subjects offered. Mathematics and Latin seem to be responsible for the greatest proportion of withdrawals and failures. Agriculture shows withdrawals and non promotions of 21 per cent of the boys, just over one fifth. French seems to be less of a stumbling block for girls than any other subject. (See Table 42).

TABLE 42

NUMBER AND PER CENT OF WITHDRAWALS AND FAILURES IN MARYLAND COUNTY WHITE HIGH SCHOOLS BY SUBJECTS FOR YEAR ENDING JULY 31, 1926.

SUBJECT	Number				Per Cent			
	Boys		Girls		Boys		Girls	
	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted
English	1,292	975	908	511	15.8	11.9	8.8	4.9
Mathematics	1,069	972	745	791	16.0	14.5	9.5	10.1
Social Studies	936	562	633	482	14.7	8.8	7.8	5.9
Science	881	518	615	367	15.6	9.2	9.1	5.4
Latin	229	406	249	341	10.6	18.8	7.1	9.8
French	186	197	124	129	13.3	14.1	5.1	5.3
Stenography, Typewriting and Bookkeeping	116	99	119	109	13.6	11.6	8.9	8.1
Other Commercial Subjects	46	47	35	24	12.2	12.5	11.1	7.6
Agriculture	147	51	......	......	15.7	5.5	......	......

In Table 43 similar data are furnished for each county, so that it is possible to see which counties are having the greatest number of withdrawals and failures in high school. Since each high school has a duplicate copy of the subject report, the principal can calculate the percentages for his school and compare with county averages. Analysis of the underlying reasons for excessive numbers of withdrawals and failures should lead to the adoption of appropriate remedial measures. There are, for example, great differences as will be evident from a comparison of the counties in withdrawals and failures in mathematics. Kent County has withdrawals of 6 per cent of its boys taking mathematics, while Garrett has 31 per cent. Withdrawals from mathematics for girls vary from 3.5 per cent in Talbot to 15.8 in Garrett. Failures for boys in mathematics vary from 8.7 per cent in Montgomery to 27.3 per cent in Dorchester, while for girls the range is from 4.3 per cent in Wicomico to 26.7 per cent in St. Mary's. (See Table 43).

TABLE 43

PER CENT OF WHITE COUNTY HIGH SCHOOL PUPILS *WITHDRAWN OR NOT PROMOTED BY SUBJECT FOR YEAR ENDING JULY 31, 1926.

COUNTY	English				Mathematics				Social Studies				Science				Latin				French				Stenography, Typing and Bookkeeping				Other Commercial Subjects				Agri-culture	
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys	
	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted	With-drawn	Not Promoted
County Average	15.8	11.9	8.8	4.9	16.0	14.5	9.5	10.1	14.7	8.8	7.8	5.9	15.6	9.2	9.1	5.4	10.6	18.8	7.1	9.8	13.3	14.1	5.1	5.3	13.6	11.6	8.9	8.1	12.2	12.5	11.1	7.6	15.7	5.5
Allegany	11.1	10.8	7.6	3.7	13.1	15.6	11.9	8.8	9.9	6.8	6.4	6.0	12.2	12.0	8.9	8.7	10.2	17.2	9.3	7.0	†11.9	†11.1	†2.1	†3.2	8.0	6.9	10.3	4.1	4.2	4.2	8.8	5.3	33.3	0
Anne Arundel	14.8	9.9	4.5	2.4	12.5	15.1	3.6	9.9	14.3	11.6	4.2	5.0	19.5	11.8	5.3	11.0	4.3	16.3	1.0	13.6	8.3	11.1	0	0	33.3	10.0	11.9	10.2	20.9	2.3	2.8	0	0	28.6
Baltimore	18.1	12.7	8.2	3.6	19.2	16.4	9.5	8.5	15.5	11.3	6.1	4.5	18.7	7.5	9.0	3.8	10.6	18.1	6.1	5.8	19.3	21.7	8.7	10.9	5.3	0	3.3	2.6	....	....	....	....	‡18.2	....
Calvert	17.9	19.6	8.8	7.7	14.5	21.8	10.3	15.4	18.2	12.7	7.7	7.7	18.2	11.4	7.9	5.3	....	....	....	....	33.3	66.7	8.3	4.2	....	....	....	....	....	....	....	....	....	....
Caroline	17.3	16.9	8.0	7.4	19.0	19.0	6.2	17.0	15.3	8.7	9.3	11.0	17.5	17.5	8.0	6.0	5.9	32.4	4.2	15.6	13.0	21.7	1.8	3.5	15.9	11.1	19.2	2.7	23.1	15.4	23.5	11.8	....	....
Carroll	19.7	13.4	11.4	6.7	13.4	11.9	8.5	6.3	15.9	9.9	8.2	5.7	11.5	6.0	4.1	6.0	10.8	10.8	13.2	3.7	19.6	11.8	0	5.4	8.0	14.0	12.3	5.3	16.0	12.0	4.8	19.0	17.6	1.1
Cecil	12.1	14.5	8.5	4.8	12.6	14.4	9.4	5.6	12.9	7.8	8.5	4.2	10.8	13.3	7.2	3.6	9.1	29.5	9.3	13.3	7.5	8.8	5.7	.8	9.1	0	14.3	0	13.9	11.1	7.7	7.7	16.7	13.3
Charles	17.6	19.6	9.2	10.1	15.1	20.4	9.3	10.3	17.6	18.6	9.2	10.1	16.9	20.0	7.0	10.5	....	....	....	....	23.9	15.2	11.1	14.8	....	....	....	....	....	....	....	....	....	....
Dorchester	15.1	15.4	7.7	8.9	20.4	27.3	8.9	23.2	14.8	5.9	4.5	6.6	17.8	13.3	7.1	8.5	5.5	19.8	8.8	9.4	10.0	16.7	4.5	3.0	11.7	10.0	6.8	8.1	....	....	....	....	33.3	6.1
Frederick	12.3	13.4	8.0	6.6	15.4	12.6	9.2	11.1	12.7	8.3	9.0	5.0	13.9	5.2	12.9	3.6	6.5	27.1	5.8	17.7	7.1	17.0	3.7	6.7	20.7	16.1	13.6	18.2	8.8	15.0	19.0	3.4	11.0	1.1
Garrett	25.2	6.5	13.9	2.4	31.0	10.5	15.8	12.9	24.9	9.0	13.7	5.9	28.8	9.1	15.5	3.2	11.1	16.7	18.2	4.5	0	10.0	17.2	5.2	15.8	10.5	6.7	20.0	....	....	....	....	27.7	1.8
Harford	16.3	10.3	10.3	4.5	16.5	12.8	12.5	10.8	19.9	7.6	10.6	4.9	13.0	6.2	10.7	4.0	14.6	24.0	9.2	7.5	10.5	15.8	2.0	7.1	40.0	0	3.0	9.1	....	....	....	....	1.7	1.7
Howard	20.1	10.3	12.9	5.3	21.1	9.2	13.5	12.8	19.8	11.9	12.2	7.9	21.5	6.9	11.0	2.6	5.9	35.3	5.1	12.8	12.5	25.0	21.7	0	15.2	6.1	8.7	6.5	....	....	....	....	16.4	3.6
Kent	9.1	16.2	5.1	3.3	6.3	19.8	3.3	6.6	7.4	11.5	5.9	1.2	7.2	10.8	4.0	1.3	2.6	15.4	3.1	8.6	50.0	0	5.0	10.0	15.4	0	10.0	20.0	....	....	....	....	....	....
Montgomery	18.0	8.9	11.7	3.2	15.9	8.7	12.7	4.8	18.6	8.1	8.0	5.9	17.4	8.9	10.0	2.7	11.5	23.1	8.1	3.2	13.8	16.9	7.2	9.3	0	0	14.0	0	....	....	....	....	10.9	19.3
Prince George's	21.7	9.1	13.6	5.1	21.4	13.0	15.7	11.5	18.0	7.9	12.6	6.1	17.7	7.7	12.7	6.1	9.2	17.2	9.8	22.5	28.6	9.1	9.6	1.5	18.6	7.0	8.0	12.5	12.9	16.1	12.1	15.2	17.6	2.9
Queen Anne's	9.9	11.2	6.2	8.3	10.2	11.0	6.7	8.4	7.4	7.4	4.9	6.7	11.0	14.3	6.1	9.9	8.1	14.9	7.1	9.7	6.3	4.2	2.2	4.4	33.3	33.3	33.3	16.7	12.5	12.5	50.0	25.0	12.0	16.0
St. Mary's	15.9	11.1	6.7	2.2	15.9	11.1	6.7	26.7	19.6	7.8	7.4	2.5	18.8	0	7.5	0	13.3	13.3	2.9	14.3	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Somerset	16.2	20.6	8.6	11.8	17.3	24.6	7.9	17.5	12.4	14.6	6.8	17.6	15.1	18.5	9.4	9.9	20.0	30.7	1.6	17.1	7.5	7.5	1.5	4.6	16.9	41.5	4.8	23.8	19.2	23.1	6.1	6.1	16.7	3.3
Talbot	15.9	11.0	4.7	7.6	14.0	19.1	3.5	18.7	14.5	8.4	5.0	7.6	10.7	4.9	3.2	6.4	10.3	11.5	.8	12.6	2.4	9.8	0	2.5	22.2	0	5.7	0	7.1	7.1	11.8	11.8	23.3	10.0
Washington	15.4	6.0	7.6	2.2	13.8	10.5	7.6	5.4	12.0	5.6	5.7	4.1	17.0	4.5	10.0	3.6	15.6	11.1	8.4	8.1	9.2	5.8	1.1	1.1	13.0	8.7	5.0	2.5	4.8	14.3	0	0	0	0
Wicomico	12.9	16.9	8.4	3.5	13.7	14.3	8.6	4.3	10.2	12.2	6.4	5.9	11.2	16.9	7.8	6.2	13.2	27.1	9.4	5.7	8.7	4.3	10.4	3.0	12.1	14.1	5.2	14.8	....	....	....	....	....	....
Worcester	12.0	10.5	7.6	4.3	12.1	14.0	7.2	10.6	16.2	2.9	9.0	1.7	12.3	5.9	9.4	3.3	1.6	18.0	3.3	11.6	0	13.9	3.3	2.2	3.3	3.3	16.0	0	....	....	....	....	14.3	0

*Withdrawn for causes other than removal, transfer or death.
†Excludes Spanish. Boys withdrawn 12.5, not promoted, 8.3; girls withdrawn, 0; not promoted, 3.4.
‡General Agriculture.

HIGH SCHOOL TEACHERS DISTRIBUTED BY SUBJECTS TAUGHT

The distribution of 855 white high school teachers employed in the school year 1925-26 by subjects taught indicates that the full time of the equivalent of 151 teachers was used for instruction in English, of 120 in mathematics, and in the social studies, respectively, and of 118 in science. The greatest gain over 1925 was in teachers of the social studies, an increase of 13; but there was the equivalent of 9 more teachers of science and 6 more of English. There was the equivalent of 4 more teachers of music and home economics, 3 more of Latin, and 2 more of agriculture and manual training than were employed in the previous year. The equivalent of 35 principals and teachers giving their time to administration and supervision and 3 librarians was an increase of 14 over the number in 1925. Mathematics and physical education each had two fewer teachers than were required in 1925. (See Table 44.)

TABLE 44

WHITE HIGH SCHOOL TEACHERS IN MARYLAND COUNTIES YEAR ENDING JULY 31, 1926, DISTRIBUTED BY SUBJECTS TO WHICH TIME IS GIVEN

SUBJECTS	No. of Teachers	Per Cent
English	151.3	17.7
Mathematics	119.8	14.0
Social Studies	119.5	14.0
Science	117.5	13.8
Latin	58.7	6.9
French, Spanish and German	44.6	5.2
Home Economics	58.3	6.8
Manual Training	32.2	3.8
Agriculture	23.0	2.7
Commercial Subjects	62.4	7.3
Music	20.0	2.3
Physical Education	9.8	1.1
Librarian	3.2	0.4
Administration and Supervision	34.5	4.0
Total	854.8	100.0

† VOCATIONAL AGRICULTURE

Vocational agriculture during the school year 1925-26 was available in full day courses to white pupils in 37 high schools of 16 counties and to colored pupils in the high schools of 2 counties. (One of these latter counties, Charles, had no vocational agriculture for white pupils). Unit courses were also available to white pupils in 7 additional high schools of four counties, and evening courses in 4 high schools in 3 counties. Baltimore, Calvert, Caroline, Charles, Kent, St. Mary's, and Wicomico offered no vocational agriculture courses for white pupils. (See Chart 2, page 28, which indicates high schools that gave all day courses in vocational agriculture in 1925-26 by A and those giving unit courses by U. (See also Table 45).

TABLE 45

NUMBER OF HIGH SCHOOLS HAVING DEPARTMENTS OF VOCATIONAL AGRICULTURE AND VOCATIONAL HOME ECONOMICS FOR YEAR ENDING JULY 31, 1926

COUNTY	Number of Departments of			
	Vocational Agriculture			Vocational Home Economics
	All Day Courses	Unit Courses	Evening Courses	
Allegany	1	....	....	....
Anne Arundel	1	....	....	1
Carroll	4	1	1	
Cecil	2	....	....	....
Charles	*1	....	....	....
Dorchester	2	....	....	....
Frederick	4	3	2	1
Garrett	4	....	....	5
Harford	2	....	1	1
Howard	3	....	....	1
Montgomery	4	2	....	1
Prince George's	*3	....	....	2
Queen Anne's	2	....	....	....
Somerset	1	....	....	1
Talbot	2	....	....	....
Washington	1	....	....	....
Worcester	2	1	....	1
Total	**39	7	4	14
Enrollment	702	92	90	499

* Each asterisk represents a course in a high school for colored pupils.

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† Excerpts from report of J. D. Blackwell, Director of Vocational Education, to Federal Board for Vocational Education.

TABLE 46

DAY SCHOOL ENROLLMENT TAKING VOCATIONAL AGRICULTURE FOR YEAR ENDING JULY 31, 1923-1926

County	School	1923	1924	1925	1926
Allegany	Flintstone	28	21	37	42
Anne Arundel	Millersville	....	....	17	14
Calvert	Prince Frederick	....	22	b	....
Caroline	Ridgely	20	15	b	....
	Denton	18	18	b	....
Carroll	Westminster	16	24	27	31
	Hampstead	6	11	25	11
	Mt. Airy	19	23	20	16
	New Windsor	....	....	9	....
	Charles Carroll	....	....	....	16
	Manchester	....	....	....	†13
Cecil	Rising Sun	7	9	8	22
	Calvert Agricultural	....	12	15	9
Dorchester	Hurlock	....	....	....	18
	East New Market	....	....	....	16
Frederick	Middletown	32	38	32	44
	Frederick	....	21	36	34
	Thurmont	....	21	30	34
	Emmitsburg	....	16	18	17
Garrett	Grantsville	10	14	18	28
	Oakland	....	18	24	26
	Accident	....	....	30	33
	Friendsville	....	....	12	16
Harford	Highland	29	24	21	26
	Jarrettsville	22	27	26	32
Howard	Clarksville	15	18	18	17
	Lisbon	....	....	....	20
	West Friendship	....	....	....	18
Montgomery	Gaithersburg	23	28	....	18
	Damascus	....	....	18	16
	Beltsville	....	....	19	10
	Poolesville	....	....	14	21
	Takoma-Silver Springs	....	....	....	†15
	Rockville	....	....	....	†
Prince George's	Hyattsville	27	38	41	34
	Baden	22	27	34	26
Queen Anne's	Centerville	8	19	18	15
	Stevensville	4	....	....	....
	Sudlersville	....	15	18	11
Somerset	Princess Anne	....	16	25	26
Talbot	Easton	13	40	20	13
	Cordova	....	....	....	23
Washington	Clearspring	25	23	18	....
	Smithsburg	....	....	....	21
Worcester	Berlin	....	13	15	12
	Snow Hill	....	19	24	14
	Pocomoke	....	9	9	† 7
Total		344	599	696	835

*b*Teacher resigned at last moment and it was not possible to find a satisfactory teacher.
†Unit Course.

During the year 1925-26, 8 new all day departments were established at Charles Carroll, in Carroll County; at Hurlock and East New Market in Dorchester County; at Lisbon and West Friendship in Howard County; at Gaithersburg in Montgomery County; at Cordova in Talbot County; and at Smithsburg in Washington County. Agriculture at New Windsor, in Carroll County; at Clearspring, in Washington County, and the all day course at Pocomoke City were discontinued.

The enrollment in vocational agriculture in the past four years is shown in Table 46. The increase in enrollment shown at the bottom of the chart is proof of the growth in a favorable attitude toward this subject.

TABLE 47

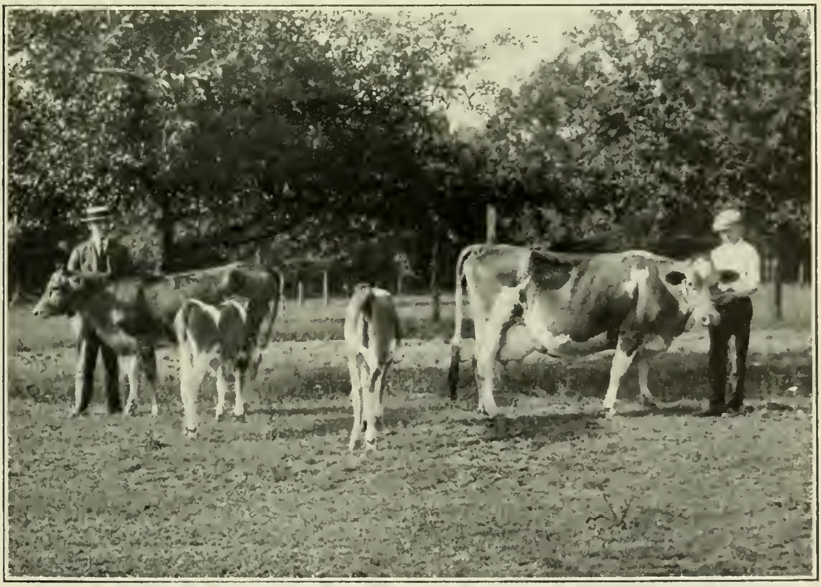
SUMMARY OF PROJECTS FOR 1925-26 IN VOCATIONAL AGRICULTURE

CHARACTER OF PROJECT	ALL DAY COURSES		UNIT COURSES		PREVOCATIONAL COURSES	
	Scope of Project	No. Enrolled	Scope of Project	No. Enrolled	Scope of Project	No. Enrolled
PLANT PRODUCTION						
Corn	280.5 acres	165	26 acres	16		
Potatoes	91 acres	160	2.37 acres	7	3.25 acres	5
Truck	50.5 acres	122	6.5 acres	23	.75 acres	4
Tomatoes	40 acres	44	.75 acres	3		
Tobacco	30 acres	22				
Small Orchard	2 acres	19				
Sweet Corn	30 acres	18	.5 acres	1		
Oats	70 acres	14				
Wheat	47.25acres	11				
Sweet Potatoes	3.5 acres	7				
Soy Beans	15 acres	6				
Strawberry	1.25acres	4				
Buckwheat	2 acres	1				
Miscellaneous	72.25acres	35	.25 acres	4		
Total	735.25acres	628*	36.37 acres	54	4.0 acres	9
ANIMAL PRODUCTION						
Poultry	2,939 head	54	959 head	21	487 head	14
Swine	69 head	25	5 head	4		
Cow Testing	120 head	20				
Calf	15 head	9	5 head	5		
Dairy Records	99 head	8				
Dairy	15 head	4	11 head	4		
Miscellaneous			†477 head	4	3 head	35
Farm Accounts		11				
Farm Management		1				
Special Problems		9				
Total	3,257 head	141**	1,457 head	38	490 head	49
Grand Total		702		92		58

* Excludes 10 pupils dropped, but includes 8 duplicates.
** Includes 59 duplicates.
† Pigeon and rabbit.

The summary of the projects begun in 1924-25 and completed the following year by 482 pupils in the day courses shows a total income to the boys of $29,200, an average per boy of $61. The pictures included are representative projects of boys in two counties-Prince George's and Carroll.

RIGGS WEBB, MT. AIRY HIGH SCHOOL, WHO, IN MAY, 1926, HAD A HERD OF 11 PURE BRED AND 2 GRADE HOLSTEIN COWS DEVELOPED AS A RESULT OF PROJECTS CARRIED ON SINCE THE SCHOOL YEAR 1923.



ESPEY BROWNING OF HYATTSVILLE HIGH SCHOOL AND HIS PURE-BRED GUERNSEY PROJECT

CONTESTANTS IN THE STATE-WIDE VOCATIONAL BOYS' JUDGING CONTESTS, FREDERICK FAIR, 1926.

TABLE 48

PROJECTS BEGUN IN 1924-25 AND COMPLETED IN 1925-26

PROJECT	No. of Pupils		Completed Projects		
	Enrolled	Completing Projects	Scope	Total Yield	Pupils' Income
ALL DAY COURSES					
ANIMAL PRODUCTION PROJECTS					
Poultry	213	203	9,453 head	7,883 doz. eggs 3,871 lbs. 1,480 head	$8,593.33
Swine	150	129	376 head	25,833 lbs. 103 head	6,224.36
Dairy Management	9	8	59 head	111,833 lbs. milk 8,095 gal. milk	5,045.26
Calf	52	49	56 head	7,335 lbs.	3,207.89
Dairy	9	9	21 head	1,123 lbs. milk	1,100.44
Sheep	6	6	154 head	23 head 630 lbs. wool	784.73
Beef Cattle	1	1	10 head	10,360 lbs.	270.56
Rabbit	3	3	29 head	20 head	224.46
Guinea Pig	1	1	100 head	155 lbs.	45.00
Colt	1	1	1 head	......	38.00
Herd Testing	11	11	......	......	......
Total	486	421	10,259 head	......	$25,534.03
PLANT PRODUCTION PROJECTS					
Tobacco	8	8	12 acres	8,000 lbs.	$1,486.45
Corn	17	16	17.75 acres	251 bu.	604.40
Strawberry	2	2	1.5 acres	67 crates	429.09
Truck	22	19	2.7 acres	......	425.90
Clover Seed	1	1	15 acres	45 bu.	260.00
Landscape Gardening	2	2	2,400 sq. ft.	......	200.00
Orchard	1	1	109 trees	289 lbs.	105.30
Soy Beans	1	1	3.75 acres	7 tons	96.20
Wormseed and Beans	1	1	2 acres	35 lbs oil 900 lbs. beans	32.00
Potatoes	2	1	.25 acres	10 bu.	14.35
Grapes	1	1	.165 acres	100 lbs.	14.00
Sweet Corn	1	1	1 acre	......	8.00
Farm Management	7	7	......	......	......
Total	66	61	......	......	$3,675.69
Grand Total	552	482	......	......	$29,209.72
UNIT COURSES					
Swine	25	19	36 head	......	$862.04
Poultry	40	31	1,311 head	......	750.95
Calf	6	5	5 head	......	148.77
Corn	12	9	17 acres	......	469.35
Beans	1	1	.5 acres	......	45.88
Total	84	65	......	......	$2,276.99
PREVOCATIONAL COURSES					
Poultry	22	15	1,579 head	......	$1,261.20
Rabbit	1	1	10 head	40 lbs.	2.50
Potato	3	3	225 acres	13 bu.	37.08
Wormseed	5	3	2 acres	75 lbs.	147.60
Total	31	22	......	......	$1,448.38
Grand Total	667	569	......	......	$32,935.09

In addition to the individual work done by each pupil on his project, the following activities were engaged in by boys enrolled in plant production:

TABLE 49

	Activity	Boys Carrying on Activity Number	Per Cent
1.	Measuring off an acre of land	356	57.4
2.	Plowing an acre of land	420	67.7
3.	Collecting 5 soil samples	350	56.4
4.	Testing soil for acidity or alkalinity	498	80.3
5.	Preparing an acre of land for planting	449	72.4
6.	Selecting sufficient seed for the planting of an acre	450	72.6
7.	Testing sufficient seed for the planting of an acre	469	75.6
8.	Treatment or storing of seed for the planting of an acre	373	60.1
9.	Planting an acre to a farm crop	436	70.3
10.	Cultivating an acre crop	435	70.1
11.	Harvesting an acre of grain	389	62.7
12.	Marketing or feeding the yield of an acre	352	56.8
13.	Keeping records on a plant production project for at least six months	302	48.7
14.	Propagating a fruit by budding	191	30.8
15.	Propagating a fruit by grafting	268	43.2
16.	Planting 5 fruit trees	312	50.3
17.	Filing a saw	255	41.1
18.	Pruning 5 fruit trees	362	58.4
19.	Spraying 5 fruit trees	295	47.6
20.	Picking 5 bushels of fruit	460	74.2
21.	Constructing a fruit ladder	158	25.5
22.	Grading 5 fruit trees	191	30.8
23.	Marketing or storing a bushel of fruit	382	61.6
24.	Drawing a plan for permanent plantings on home lawn	216	34.8
25.	Planting 5 shrubs on home lawn or 1 on school grounds	350	56.4
26.	Drawing a plan for home garden	317	51.1
27.	Preparing list of seeds needed for home garden with varieties, amount of seed and dates of planting	341	55.0
28.	Constructing a hot bed or cold frame	308	49.7
29.	Preparing and planting a hot bed or cold frame.	261	42.1
30.	Assisting in planting the home garden	497	80.1
31.	Cultivating the home garden at least once	474	76.4
32.	Preparing 1 bushel of vegetables for market or canning	368	59.4
33.	Planting 25 blackberry or raspberry plants	161	26.0
34.	Planting 100 strawberry plants	268	46.1
35.	Planting 5 grape vines	182	29.3
36.	Propagating a plant from cutting	297	47.9
37.	Sharpening a farm tool	529	85.3

Each school received from the State Director of Vocational Education at least four visits lasting from one and one-half hours to an entire day. In addition, the State Director of Vocational Education accompanied each of the thirty teachers of vocational agriculture on one of his project supervision trips. As a result, more than 300 projects were visited during the summer of 1925.

Beside their instruction in day, unit, prevocational, and evening courses, teachers of vocational agriculture gave service of the following types to the communities in which they were working:

TABLE 50

OTHER COMMUNITY AND FIELD SERVICE RENDERED BY TEACHERS OF VOCATIONAL AGRICULTURE YEAR ENDING JULY 31, 1926.

Service	Number	Individuals Reached
Community Surveys Directed	32	1,255
Community Fairs, Assistance in Conducting	25	13,650
Vo-Ag Clubs Organized	32	640
Judging Teams Trained (see picture facing page 97)	79	492
Taking of Farm Inventories Directed	110	238
Agricultural Meetings Attended	310	7,838
Community Meetings Attended	537	7,861
Father and Son Banquets	12	504
Horticultural and Plant Production	....	1,362
Animal Husbandry	....	526
Farm Engineering	....	28
Farm Management	....	42
Miscellaneous	5	211

Teacher-Training in Agriculture

The University of Maryland at College Park enrolled 40 juniors, seniors, graduates and special students in courses in methods in secondary vocational agriculture, in educational leadership for rural communities, in educational sociology, in methods in extension work, in teaching farm shop and in a survey of methods for agricultural students. Of these 40 students, 23 were preparing to teach vocational agriculture. In the 1925 summer session 7 teachers of vocational agriculture took work as graduate students.

Supervised observation and practice teaching is carried on in connection with the department of agriculture in the Hyattsville High School located near the University.

VOCATIONAL HOME ECONOMICS

Vocational home economics was offered during 1925-26 in 14 first group high schools in 9 counties. The department in the Hyattsville High School, which was organized during the past school year, serves as a practice teaching center for students at the University of Maryland. (See Chart 2, page 28, which indicates for the school year 1925-26 county high schools which gave courses in vocational home economics by H, and Table 45, page 94, giving the number of schools by counties. The enrollment in vocational and general home economics is shown by counties in Table 41, page 89, and for individual schools in Table XXXIII, pages 312 to 317.)

The professor of Home Economics Education at the University of Maryland is also State Supervisor. Each department was visited once and a few twice. New equipment has been purchased for a number of the classes and there has been an effort to improve the home economics library in each school.

There were 18 students enrolled in the home economics education courses at the University of Maryland who were preparing to become teachers of vocational home economics.

TRADE AND INDUSTRIAL EDUCATION

In Baltimore City:

Baltimore City offered all day trade unit classes preparing for the following occupations:

*Auto Mechanic.
Cabinet Maker.
Carpenter.
*Dressmaker.
Electrical Mechanician.
*Electrical Wireman.
*Ignition, Starting and Lighting Expert.
Pattern Maker.
*Plumber.
Tailor.

Printing Trades including:
  Automatic Pressman.
  Cylinder Pressman.
  Hand Compositor.
  Job Pressman.
  Linotype Operator.
  Monotype Caster Operator.
  Monotype Keyboard Operator.
  Proofreader.
  Stoneman.
  Tool and Die Maker.

Evening courses were offered in the occupations listed on page 100 preceded by an asterisk, and also in architectural and mechanical drawing, in electricity, in alternating and direct current motors and machinery, in mechanical shop practice, millinery, painting and decorating, sheet metal drafting, sign writing and trade mathematics.

Part time courses were offered in plumbing and printing and for juniors employed in department stores.

In the Counties:

Part time courses in mining designed to prepare mine employees for the positions of fire boss, mine foreman and superintendent were conducted at Frostburg during June and July. Evening classes were held during the entire school year at five centers in Allegany and Garrett Counties in ventilation, map reading and electricity as they apply to mining.

Hagerstown organized evening classes for apprentices and journeymen carpenters in trade mathematics and plan reading and for machinists in shop sketching and blueprint reading.

At Annapolis a course was conducted for the colored men employed as cooks at the United States Naval Academy.

The Professor of Industrial Education at the University of Maryland, who gives one-fourth of his time to supervision, gave the following teacher training courses, which were taken by 75 Baltimore City teachers:

Trade and Related Technical Subject Analysis
Objectives and Organization of Part Time Education
Introduction to Vocational Education
Occupational Information, Guidance and Placement

Two classes for foremen were conducted, one for a mixed group of 19 and a second for 34 assistant foremen at the Baltimore works of the General Electric Company.

COMMERCIAL EDUCATION

Baltimore City employs a supervisor of commercial education. The following number of commercial teachers in the city and counties were employed in 1925-26:

	Baltimore City	Counties
Senior High Schools	*38	62
Junior High Schools	*39	.....
Special Classes	5	.....
Evening Schools	35	.....
Continuation Schools	2	.....

*Includes two colored.

* MUSIC—1925-1926

The plans and activities of the State Department of Education for extending and improving the teaching of music in the schools are now pretty definitely established. The problem for the officials of the State Department of Education and each County Board of Education is one of finding the most practical means of carrying out in a sound, effective, and practical way, the provisions of the law which include music among the regular elementary school subjects. It is primarily a problem of teacher training in subject matter and in method; first before the teacher enters upon her school work, and second while she is in service.

The successful completion of thorough courses in music is now required before a normal school diploma, leading to a first grade certificate to teach in an elementary school in Maryland, can be obtained. Provision is made also for the certification of full time elementary, and high school music teachers. The authority for providing music instruction and music supervision in both the elementary and the high schools of Maryland has been established beyond any question.

The training of the elementary teacher, before she becomes a regular teacher in service, devolves largely upon the normal schools. From actual observation of the teaching of a large number of recent normal school graduates and from class conferences during the year with practically all the seniors in the three normal schools, it is gratifying to report that the normal schools are constantly functioning better in preparing students to teach music. The three normal schools now have strong and adequate music faculties, and not only train thoroughly in method and subject matter, but also have become centers of musical culture for students and community.

The four State summer schools, during their six weeks' terms, did much, as they have done for several years, to add to the training in school music by furnishing courses of instruction for approximately two hundred of the primary and grammar grade elementary teachers who were in actual service during the school year. A number of the elementary teachers took courses in school music at summer sessions outside the State also. The State Supervisor, through conferences and through observation of the class teaching, kept in touch with and helped guide and stimulate the work of both the normal and the summer schools.

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* Prepared by Thomas L. Gibson, State Supervisor of Music.

The plan followed by the State Supervisor of Music in field work was to find such teachers as possessed the greatest ability in school music and to help to train them to give demonstration lessons before groups of teachers. In every county of the State, with the assistance of the elementary school supervisors and the special music teachers, lesson plans were made and carried through with groups of teachers, and conferences and critiques conducted at the close of the demonstration teaching. Besides assisting in the preparation for demonstrations by teachers chosen for that purpose, the State Supervisor himself gave demonstration lessons of one character or another, either at teachers' institutes or at group meetings. At all meetings for demonstration teaching mimeographed lesson plans to be used in the critique and to be retained for class teaching during the school year were placed in the hands of observing teachers.

In practically every county a minimum amount of time was specified by the elementary supervisors in the recitation schedule for class teaching in music as a regular school subject. The elementary school supervisors cooperated with the State Supervisor in seeing that something definite in music was done during the time assigned to it and that all recent normal school graduates were held up to the same standards in the teaching of elementary school music as in the other elementary school subjects.

Elementary school supervisors in several counties were provided with portable phonographs and records which were used to give demonstration lessons in schools and at patrons' meetings. The demonstrations resulted in increased use of these instruments. Phonographs are now to be found in each of the large graded schools and even rural teachers and patrons are beginning to regard the phonograph and appropriate records as a very necessary part of school equipment. Patrons' organizations have assisted financially in placing phonographs in many of the rural schools. Lesson plans in music appreciation have been prepared and placed in the hands of supervisors and teachers, and appropriate phonographic records and helpful books have been suggested.

A most encouraging development was, that during the year a number of the counties employed either full-time or part-time special teachers of school music. There were a total of fifty-seven of these special teachers in the counties of the State, and the present year there are sixty-seven.

A commendable feature, especially noticeable this past year, was the service rendered to both the schools and the communities by the class work in music. Song festivals, childrens' concerts, music memory contests, operettas and pageants were given by a very large number of the elementary schools, and special musical programs were a part of all the exercises held in connection with completion of the seventh grade work. Music was provided, also, by the schools for a large number of the meetings of patrons' clubs. Through glee club, orchestra, and band concerts and operettas given by the schools in all parts of the State, thousands of dollars were realized and much wholesome entertainment provided. There can be no more commendable special activities, we believe, in connection with school life than these. Through the preparation of such programs, music training is given to large numbers of pupils; wholesome entertainment is provided for parents and patrons; money which goes into school funds and is used for practical school purposes is contributed willingly, and valuable training has been given to the children for a proper use of their leisure time. These activities are increasing from year to year.

Free musical festivals, also, were given the past year at different points in several of the counties. The amount of money raised through concerts and operettas and used for school equipment extended all the way from a minimum of a few dollars in many of the smaller schools up to the maximum sum of more than three thousand dollars in one of the larger counties. There was not a single county that did not realize some value both financial and cultural from the school music activities during the past year.

A number of the elementary school pupils received special training in learning to play some one of the most useful orchestral instruments. A few additional orchestras were organized in the elementary schools, and in a number of both the rural and urban primary schools rhythm bands were made a part of the music activities. (See picture of elementary school rhythm bands and orchestras in Allegany, Caroline and Prince George's counties.)

The supervising and helping teachers in their meetings have listed suitable song material for the different grades, have selected appropriate phonographic records for listening lessons, and in some counties have worked with a committee of teachers in outlining a practical course of study in elementary music.

In the high schools the specific objectives during the past year were to help extend the teaching of music to more of the schools and to improve the quality of the teaching of the subject.[1] These objectives, as in the elementary schools, involved the training of the teachers. Letters were sent out as in previous years to the colleges and music schools of the State setting forth the need for more and better trained music teachers in our high schools,

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[1] The enrollment by counties in music is given in Table 41, page 89, and in each individual high school in Table XXXIII, pages 312 to 317.

ABOVE: MT. ROYAL PRIMARY BAND, CUMBERLAND, ALLEGANY COUNTY.
MIDDLE: KINDERBAND AT DENTON PRIMARY SCHOOL, CAROLINE COUNTY.
BELOW: ELEMENTARY SCHOOL ORCHESTRA, HYATTSVILLE, PRINCE GEORGE'S COUNTY.

FREDERICK HIGH SCHOOL
BAND
FREDERICK, MD

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either as full-time or part-time teachers of the subject. The State Supervisor visited, by request, some of the colleges and spoke of this need to the student body, urging those students possessing a high degree of musical talent and preparing to teach in the high schools to ask for training in the essentials of high school music. A knowledge of this need has resulted in three of the Maryland colleges continuing to offer a limited course in high school music. Furthermore, short courses in high school music were offered, as in previous years, by Johns Hopkins and by the University of Maryland in their summer schools. It is evident that the training which has been given for the past three years in the colleges and in the university summer schools has helped very materially to extend and to improve the teaching of music in our high schools, but there is still an imperative need for a larger number of high school music teachers and for a more definite and thorough training for this field of teaching. Some further means must be devised to fill the need.

To improve the work of high school music teachers in the service,[1] conferences were held with county superintendents and high school principals and demonstration lessons and talks were given before groups of principals and high school music teachers in several counties. Typewritten lesson plans on some of the features of the tentative course were issued and sent to all high school teachers of music. These plans were used in connection with demonstration lessons in chorus study, in sight singing, and in music appreciation. Lesson plans on some definite features of the subject, suitable subject matter for the different grades, and lists of songs to be memorized were solicited from several of the music teachers. High schools were urged to make their classroom teaching of music function in every way possible as a real service to both the school and the community.

As a result of demonstration lessons, reports of committees on song content and on phonographic records for the different high school grades, several of the counties have begun to formulate tentative courses in music for their high schools with a view of making revisions from year to year until these courses are in permanent form.

In addition to the teacher training problem, there is need of authoritative information on what should be taught in music to the pupils in the different grades of both the elementary and the high school.

In his *Psychology of Musical Talent*, Dr. Emil Seashore, of the University of Iowa, from tests given to thousands of pupils, records the following percentages of relative musical talent: 10% of all children have a very superior degree of musical talent; 20% a fair degree; 40% some talent; 20% meager talent, and 10% no talent whatever. His findings are based on a series of tests which relate to inherent, inborn ability, each of which is discussed very thoroughly in his book, which was issued in 1922. He infers that approximately 90% of all children can acquire a singing voice and pleasure in its use, can memorize music through imitation, and can acquire a basis for intelligent listening. Indirectly, the conclusion can be drawn, also, from his discussion that not more than 30% of all school children ever can, ever will, or ever will need to become skillful performers, either as singers or players, but that most children can become intelligent, happy listeners, and that our schools should spend much of the time assigned to music teaching in developing in children the ability to listen with understanding and pleasure. Findings similar to those of Dr. Seashore resulted from tests made a very few years ago by a commission appointed for the purpose in the schools of England. While there may be some doubt as to the complete reliability of the conclusions reached, these findings are pretty generally accepted as a guide in planning music work for the schools.

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[1] The number of music teachers serving in county high schools is shown in Table 44, page 93.

Governed by these findings, our policy in brief is to attempt to give all pupils the things in music which it appears all can acquire, and after discovery of the rather highly talented 30 per cent, to give them an opportunity in the larger high schools to develop their talent to as great an extent as seems practicable.

* PHYSICAL EDUCATION

The Department of Physical Education in Maryland has avoided the dangers of an improper emphasis upon health and safety by stressing good behavior, greater activity, and hence, motor skill and emotional control. It has believed with Hoover that "safeguard is a negative term" and has suggested scientifically selected activity rather than prohibitions of this sport or of that game. It is trying to popularize in the State, the salutation "how do you *do*?" not "how are you?", since it is convinced that happiness and health are never grasped by those seeking but are presented as gifts to those who grow and play as nature leads. It has increased the extent of good health by laying the foundation in strong muscles, good digestions and vigorous hearts that athletics build and strengthen. A diluted health program based on instruction in hygiene failed forty years ago, but health is resulting in Maryland in a decade of activities and health service which were devised in answer to the desire of each pupil to learn of the possibilities of his body as well as to remove any handicaps resulting from deviations and defects.

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* Prepared by William Burdick, M. D.,

At the inception of the state-wide program of Physical Education, it was assumed that the best discipline was secured not by deadly dumbbell drills, but by persistent practice in voluntarily selected games. Consequently, there is developing self-government and a self-disciplined type of athletics, wholesome, cooperative and free from fear. It is true exercises for corrective and remedial purposes are rarely used except on rainy days, but the results in the number free from medical and dental defects in the counties with an activity program seem to warrant the attention given to the 95 per cent of reasonably healthy children.

There is also here a decadence of the old time gymnastics and individualistic developing exercises, but it is believed the new consideration for the direction of the play of children will surpass the old results. The training of the emerging senses and motor abilities by the directed play of the child will show skills and vigor developed a half century ago by the hard, tiresome, tedious gymnasium practice of that day and this training and its results will allow the high school boy and girl in late adolescence to spend their energies in preparing to live the social life that these times demand.

New studies of Herrick show that "socialized behavior is the supreme achievement of the cortex of the brain"—that while stereotyped actions that keep us alive and free from danger are performed by neuron systems below the brain, there is practically no limit to the social development of the modifiable behavior controlled by the cortical covering of the cerebrum. This means that social situations must be presented to our high school pupils for their immediate education. Athletics are the natural activities where youth "solves problems, learns transmitted law, and establishes habits of response for social as well as individual ends." In the games of field ball and soccer, fundamental strength and force are converted into a controlled power for honesty and righteousness. With 102 high schools playing in the State High School Baseball Tournament, there was no protest as to eligibility rules or bad behavior. The participation in athletics is leading to a feeling of responsibility for doing his best which will more than justify all the time being spent upon this phase of education because "altruism and idealism grow, expand and propagate as truly as do cunning, acquisitiveness, selfishness, and greed, and when once society has definitely set its face toward the highest standards of social relationship, no single community can obstruct the general movement. Nor can any advanced people revert to its barbaric standard of isolated self-sufficiency."

Badge Tests

Forty-one per cent of the white boys and girls above the third grade passed the preliminary physical tests set up as standards.

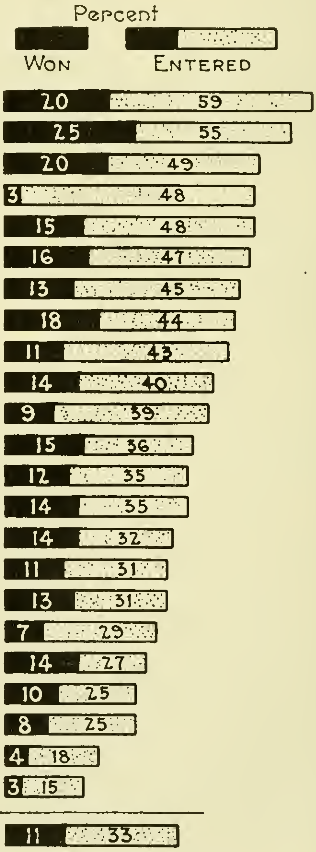
CHART 17

PERCENT PASSING PRELIMINARY AND FINAL TESTS

OF BOYS' ATHLETIC BADGE TESTS 1926.

Based on enrollment 1925 - 1926 4th Grade to IV Yr. H.S. inclusive.

COUNTY	ENROLL-MENT	ENTERED	WON	Percent WON	Percent ENTERED
Q.A.'S	651	386	134	20	59
CAL.	282	154	70	25	55
DOR.	1,113	548	227	20	49
ST.M'S	506	244	15	3	48
CARO.	1,001	481	154	15	48
TAL.	765	364	123	16	47
MONT.	1,698	761	227	13	45
KENT	579	257	103	18	44
FRED.	2,788	1,212	304	11	43
P.G.'S	2,151	852	314	14	40
HOW.	728	284	67	9	39
WIC.	1,428	517	220	15	36
CARR.	1,903	685	232	12	35
A.A.	1,805	634	244	14	35
WOR.	963	308	132	14	32
CHAS.	496	156	55	11	31
HAR.	1,410	435	187	13	31
CECIL	1,171	338	80	7	29
ALLE.	3,988	1,106	582	14	27
SOM.	1,027	258	105	10	25
WASH.	3,702	910	302	8	25
BALTO.	4,910	869	187	4	18
GAR.	1,384	203	45	3	15
TOTAL	36,449	11,962	4,109	11	33

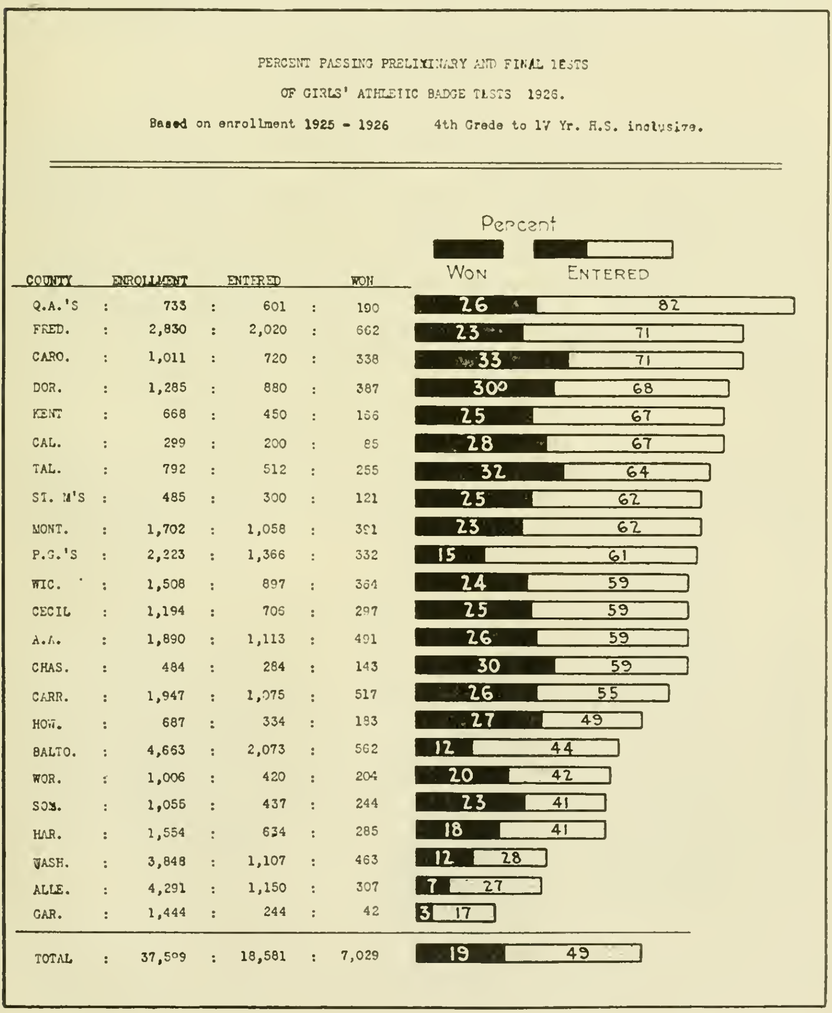


Additional P.A.L. Indoor Meet

	Entrants	Winners
Balto.	475	129
How.	19	2

It is encouraging to find half of the children of the State participating in individual athletics, for it seems fair to assume ten per cent more tried and failed. Thirty thousand, five hundred and forty-three white and 9,583 colored boys and girls qualified for the final test; while 11,138 white and 2,804 colored pupils won their badges. Charts 17 and 18 show the per cent of white boys

CHART 18



PERCENT PASSING PRELIMINARY AND FINAL TESTS
OF GIRLS' ATHLETIC BADGE TESTS 1926.
Based on enrollment 1925 - 1926 4th Grade to IV Yr. H.S. inclusive.

COUNTY	ENROLLMENT	ENTERED	WON	Percent Won	Percent Entered
Q.A.'S	733	601	190	26	82
FRED.	2,830	2,020	662	23	71
CARO.	1,011	720	338	33	71
DOR.	1,285	880	387	30	68
KENT	668	450	166	25	67
CAL.	299	200	85	28	67
TAL.	792	512	255	32	64
ST. M'S	485	300	121	25	62
MONT.	1,702	1,058	391	23	62
P.G.'S	2,223	1,366	332	15	61
WIC.	1,508	897	364	24	59
CECIL	1,194	706	297	25	59
A.A.	1,890	1,113	491	26	59
CHAS.	484	284	143	30	59
CARR.	1,947	1,075	517	26	55
HOW.	687	334	183	27	49
BALTO.	4,663	2,073	562	12	44
WOR.	1,006	420	204	20	42
SOM.	1,055	437	244	23	41
HAR.	1,554	634	285	18	41
WASH.	3,848	1,107	463	12	28
ALLE.	4,291	1,150	307	7	27
GAR.	1,444	244	42	3	17
TOTAL	37,509	18,581	7,029	19	49

and girls passing preliminary and final tests. The physical ability test consists of ten athletic events, six of which must be passed to secure a 1926 date bar the next year after the gold badge is won. Each year thereafter an additional event must be passed; for example, one contending the fourth year for a date bar must make 50 per cent in nine of the ten prescribed events. Seven hundred and ninety tried for date bars the past year, 31 per cent more than have tried before. Whereas in 1925, 603 girls won gold badges, in the 1926 meets 649 girls competed for date bars, 46 at least of whom must have won date bars before. (See Table IX, page 283, for number of white boys and girls participating in tests for the various badges.)

Girls' Activities

Athletics for girls were popularized by two girls' carnivals held for Wicomico and Frederick counties at the State Armories in Salisbury and Frederick. Events were selected suitable to girls' interests and physical abilities. Eight hundred and forty-six competitors at Salisbury and seven hundred and eight competitors at Frederick showed how desirous girls are for athletics. A new obstacle race was conducted at the meets in which eighty teams of 430 girls participated. In the three track events, 4,720 girls entered as compared with 10,286 boys in their 24 events.

Athletics for Colored Boys and Girls

In Tables XI and XII, see pp. 285 and 286, the state-wide athletics for boys and girls attending colored schools are shown. It will be noted that 4,903 colored boys were entered in the track meets.

Team Games Tournament

During the year [1]24,694 white boys and girls played on [1]1,813 teams in [1]248 tournaments, an increase above last year of 4,172 competitors, while 4,861 boys and girls participated in group athletics in Baltimore and Howard Counties. Field dodge ball, a new game for elementary pupils, attracted 84 teams and 1,051 players. Dodge ball lost 15 teams in the counties, but still 911 teams played this game with 11,553 contestants. (See Table X, page 284.)

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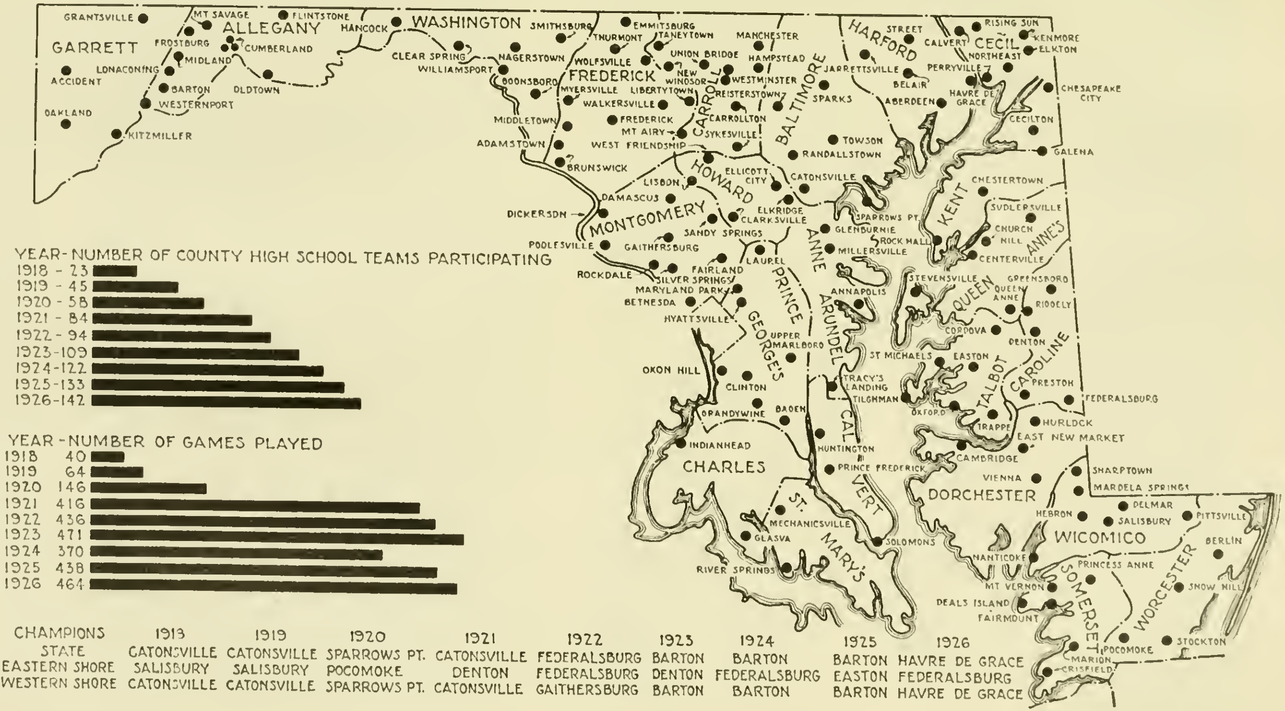
[1] Excludes flag relay, run and catch and obstacle relay.

CHART 19

PLAYGROUND ATHLETIC LEAGUE

STATE-WIDE SOCCER TOURNAMENT FOR COUNTY HIGH SCHOOLS ~ 1926



CHAMPIONS	1913	1919	1920	1921	1922	1923	1924	1925	1926
STATE	CATONSVILLE	CATONSVILLE	SPARROWS PT.	CATONSVILLE	FEDERALSBURG	BARTON	BARTON	BARTON	HAVRE DE GRACE
EASTERN SHORE	SALISBURY	SALISBURY	POCOMOKE	DENTON	FEDERALSBURG	DENTON	FEDERALSBURG	EASTON	FEDERALSBURG
WESTERN SHORE	CATONSVILLE	CATONSVILLE	SPARROWS PT.	CATONSVILLE	GAITHERSBURG	BARTON	BARTON	BARTON	HAVRE DE GRACE

Soccer

Soccer is now played by 133 high schools including all the first group high schools except two. Junior leagues were played in Frederick, Allegany and Washington Counties. National soccer officials state that Maryland proportionately has the best schoolboy soccer in America. (See Chart 19 and Table X, page 284.)

Base Ball

A State-wide Baseball Tournament in cooperation with the Baltimore Sun was conducted for the first time. One hundred and two high schools had 1,724 players. The tournament was won for Dorchester County by Cambridge High School. (See Table X, page 284.)

Field Days in the Counties

Each county has a field day for the white pupils, and all but Allegany, Garrett, and Washington Counties (where there are few colored people) held similar days for colored pupils. These days probably are attended by not only more pupils but by more people than any other event in the county. New athletic fields were put into use at Elkton and Denton for Cecil and Caroline Counties. Rainy days caused three postponements of the meet at Garrett County.

State-Wide Meet

The Twelfth Annual Championships were held at the Baltimore Stadium, June 11, 1926, and the representatives of Baltimore City were the winners, The boys' band of the Boys' High School, Frederick, Maryland, furnished music for the day. The Maryland Parent-Teacher Association, through its school groups at Public Schools No. 44, 51, 63, 64, 65, 74, Clifton Park, No. 90, Garrett Heights, No. 212, Govans, No. 213, Pimlico, 223, and Forest Park High School, entertained in their homes, the boys who came from a distance, each school acting as host to one county group. The girls of the volley ball teams from twenty counties were entertained at the State Normal School at Towson by Miss Lida Lee Tall, Principal. The championship in dodge ball was won by Talbot County's athletes from Easton High School, and the championship in volley ball was won by Allegany County's representatives from Lonaconing High School.

Health Activities

During 1925-1926, a total of 10,760 examinations of 4,267 boys and 6,094 girls were made. Five thousand ninety-seven letters were sent to parents advising them of their children's physical handicaps. The counties have been ranked according to percentage of high school boys receiving health buttons, denoting freedom from gross medical and dental defects. A study was made also of the relative appearance of ten special defects among the high school boys in all the counties. (See Chart 20 and Table 52.)

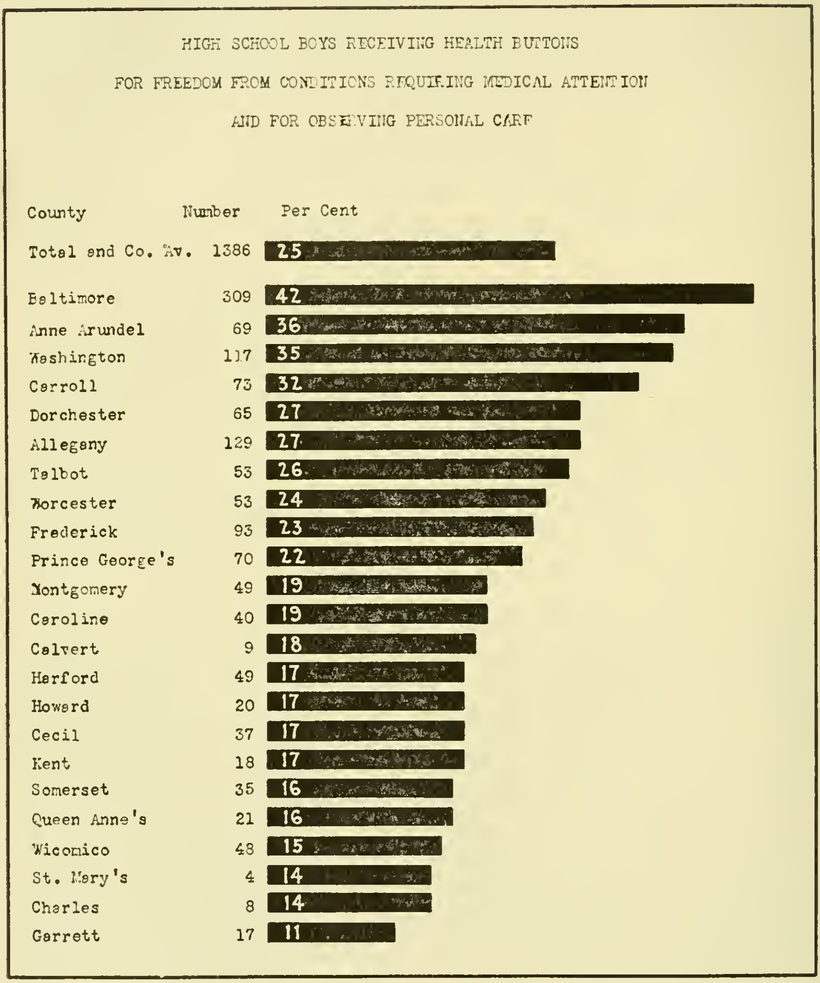
TABLE 52

PER CENT OF DEFECTS AND DEVIATIONS FOUND IN HIGH SCHOOL BOYS EXAMINED IN MARYLAND COUNTIES, 1922-1926

COUNTY*	Examined		Per Cent of Boys Having Following Defects of									
	Date	Number	Teeth	Tonsils	Vision	Ears	Nose	Chest	Heart	Hernia	Varicocele	Deformity
Total and Average	......	5,309	69.5	20.6	16.9	14.4	15.4	3.1	5.5	1.4	3.2	6.2
Baltimore	1924–5	730	51.4	21.6	9.6	10.3	12.0	1.0	2.7	.8	2.6	4.8
Allegany	1922–3	483	63.8	12.2	13.5	13.9	12.2	.8	5.2	.6	2.1	5.6
Talbot	1925–6	206	72.3	16.5	13.1	13.6	15.6	2.4	3.4	1.0	3.4	4.9
Frederick	1922–3	400	65.0	12.0	31.3	39.8	6.3	4.0	8.0	3.3	1.0	2.0
Caroline	1925–6	212	75.5	31.1	13.0	9.1	13.7	2.8	5.7	.9	3.8	4.2
Washington	1925–6	330	65.5	13.9	14.2	12.7	11.2	3.9	3.9	2.4	3.9	9.7
Carroll	1922–3	227	58.6	21.6	32.1	13.7	13.2	8.4	15.4	.9	3.5	4.8
Calvert	1924–5	51	82.4	15.7	15.7	11.8	19.1	2.0	9.8	.0	2.0	17.6
Kent	1924–5	109	80.7	10.1	19.3	28.2	15.6	2.8	1.8	1.8	1.8	10.1
Somerset	1925–6	218	83.9	30.3	15.1	12.8	10.6	4.6	3.2	2.3	.9	5.5
Garrett	1924–5	160	79.4	24.4	13.8	28.8	23.1	5.0	2.5	1.9	4.4	3.8
Howard	1924–5	117	76.1	20.5	14.5	16.2	22.2	2.3	6.8	.0	6.0	6.8
Cecil	1925–6	219	76.7	22.4	22.8	15.1	22.8	1.4	5.5	2.3	1.8	4.6
Queen Anne's	1925–6	133	74.4	24.1	15.0	14.3	21.8	1.5	4.5	.8	6.8	8.3
Wicomico	1925–6	311	82.3	23.5	16.7	15.4	14.1	6.4	5.5	1.3	.6	7.4
Worcester	1925–6	217	74.2	22.6	13.8	20.7	16.1	4.6	7.4	.9	1.8	8.3
Montgomery	1924–5	256	83.6	21.1	18.0	16.0	23.8	1.6	3.1	1.6	5.9	4.3
Charles	1924–5	59	72.9	45.4	22.0	42.4	10.2	3.4	6.8	.0	3.4	13.6
Harford	1924–5	284	69.4	26.1	17.3	19.4	21.5	1.1	6.3	1.1	6.3	7.7
Dorchester	1925–6	241	71.0	27.4	15.4	20.3	17.8	2.9	5.4	1.2	5.0	7.5
Prince George's	1924–5	318	71.1	20.8	18.9	15.0	21.4	3.8	7.6	1.9	4.1	9.1
St. Mary's	1924–5	28	85.1	25.0	10.7	25.0	25.0	14.3	7.1	.0	3.6	10.7

*The counties were ranked in each defect and the order is determined by the sum of the ranks in the various defects.

CHART 20



HIGH SCHOOL BOYS RECEIVING HEALTH BUTTONS
FOR FREEDOM FROM CONDITIONS REQUIRING MEDICAL ATTENTION
AND FOR OBSERVING PERSONAL CARE

County	Number	Per Cent
Total and Co. Av.	1386	25
Baltimore	309	42
Anne Arundel	69	36
Washington	117	35
Carroll	73	32
Dorchester	65	27
Allegany	129	27
Talbot	53	26
Worcester	53	24
Frederick	93	23
Prince George's	70	22
Montgomery	49	19
Caroline	40	19
Calvert	9	18
Harford	49	17
Howard	20	17
Cecil	37	17
Kent	18	17
Somerset	35	16
Queen Anne's	21	16
Wicomico	48	15
St. Mary's	4	14
Charles	8	14
Garrett	17	11

BALTIMORE CITY SUMMER SCHOOLS

In the summer of 1926 Baltimore City had 12 summer schools in operation. Pupils in primary grades at the demonstration schools attended for 6 weeks, while other pupils attended for 8 weeks. The sessions lasted 4 hours daily. The teaching staff included 12 principals and 103 assistants. There was an increase of 15 per cent in the enrollment of 1926 over 1925. The 1926 enrollment included 5,651 pupils of whom 4,023 were taking review work, while 1,628 were doing work in advance of that they had had during the preceding school year.

TABLE 53

BALTIMORE CITY SUMMER SCHOOLS IN 1926

TYPE OF SCHOOL	No. of Schools	Net Roll	Enrollment Taking		Per Cent of Attendance	Success in	
			Review Work	Advance Work		Review Work	Advance Work
WHITE							
Demonstration	1	335	....	335	96.7	......	98.4
Elementary	3	635	527	108	95.6	79.9	94.0
Junior High	1	1,104	970	134	96.0	87.1	87.3
Senior High	2	1,605	1,300	305	96.0	86.0	89.0
Total	7	3,679	2,797	882	96.0	84.3	92.1
COLORED							
Demonstration	1	374	....	374	94.0	......	75.0
Elementary	3	1,101	907	194	91.7	73.3	83.5
Junior High*	*1	336	183	153	92.1	53.6	73.2
Senior High*	*1	161	136	25	87.2	48.5	80.0
Total	5	1,972	1,226	746	91.2	58.5	77.9
Grand Total, 1926	12	5,651	4,023	1,628	93.9	73.9	86.8
Grand Total, 1925	10	4,915	3,594	1,321	95.0	......	......

* The same school.

BALTIMORE CITY EVENING SCHOOLS

Except for $425 spent for evening elementary schools in Allegany County, the evening industrial work of the Bureau of Mines in Allegany and Garrett Counties described on page 101, and the evening schools for colored adults in Anne Arundel County (see page 200), there were no evening school classes in counties in Maryland.

Baltimore City had an increase of 41 per cent in the average net roll in evening schools for 1926 over 1925. The average net roll in 1926 was 9,516. The staff included 258 teachers.

TABLE 54

BALTIMORE CITY EVENING SCHOOLS YEAR ENDING JULY 31, 1926

TYPE OF SCHOOL	Total Net Enrollment	Total No. of Withdrawals	Per Cent of Withdrawals	Units of Work		Per Cent of Work Accomplished
				Undertaken	Accomplished	
WHITE SCHOOLS						
Elementary.......	793	402	50.7	1,954	836	42.8
Americanization...	2,034	760	37.4	1,823	1,171	64.2
Secondary........	1,750	893	51.1	3,320	2,489	75.0
Commercial......	1,874	786	41.9	3,354	1,939	57.8
Industrial........	1,271	748	58.9	1,350	661	49.0
Home Economics..	1,022	409	40.0	972	612	63.0
Total..........	8,744	3,998	45.7	12,773	7,708	60.3
COLORED SCHOOLS						
Elementary.......	1,253	348	27.8	5,375	3,116	71.0
Secondary........	141	85	60.3	567	205	36.2
Commercial......	235	140	59.6	597	159	26.6
Industrial........	233	25	10.7	233	144	61.8
Home Economics..	333	126	37.8	266	200	75.2
Total..........	2,195	724	33.0	7,038	4,524	64.2

SUMMARY

	WHITE		COLORED	
	1925	1926	1925	1926
Average Net Roll...........	5,426	7,411	1,338	2,105
Average Attendance.........	4,106	5,471	964	1,485
Per Cent of Attendance......	76	74	73	70.5
Average Number Teachers...	215	206	39	52
Number of Sessions.........	48–83	46–93	71	69–71

ADMINISTRATION AND SUPERVISION

COUNTY SUPERINTENDENTS

Of the twenty-three Maryland counties eight employed for the year ending in July, 1926, fewer than 150 teachers, six had from 150 to 199, and nine had 200 or more teachers. The salary for county superintendents, of which the State pays two-thirds, varies with the total number of teachers in the county and with experience. County superintendents must be high school and college graduates and must have completed one year of graduate work in education, in addition. A minimum teaching experience of two years is required. (See Table 55.)

TABLE 55

Experience in Years as County Superintendent	Salary of County Superintendents in Counties Having		
	Less than 150 Teachers	150–199 Teachers	200 or More Teachers
1–4	$2,500– $2,940	$2,940	$3,540
5–7		3,240	3,840
8+		3,540	4,140

ELEMENTARY SCHOOL SUPERVISORS IN THE COUNTIES

The State also pays two-thirds of the minimum salary of supervising and helping teachers for white elementary schools. The number of supervising and helping teachers required in each county is based on the number of white elementary teachers employed. For the school year 1925-1926, 48 were in service. In eight counties having less than 80 teachers, only one supervising or helping teacher was required; in the larger counties from two to six were employed, depending on the number of elementary teachers employed. In the fall of 1926, 52 were in service. (See Table 56 and Chart 21.)

TABLE 56

NUMBER OF SUPERVISING OR HELPING TEACHERS REQUIRED AND EMPLOYED IN MARYLAND COUNTIES FOR VARYING NUMBERS OF TEACHERS, YEAR ENDING JULY 31, 1926

Number of White Elementary Teachers	Supervising or Helping Teachers Number Required	Number of Counties	Names of Counties
Less than 80	1	8	Calvert, Caroline, Charles, Howard, Kent, Queen Anne's, St. Mary's.. Talbot.
80–119	2	5	Cecil (1), Dorchester, Somerset (1), Wicomico, Worcester (1).
120–185	3	5	Anne Arundel (2), Carroll, Harford (2), Montgomery †(2), Prince George's †(2).
186–235	4	2	Garrett, Frederick.
236–285	5	1	Washington† (3).
286–335	6	1	Allegany‡ (5).
336–385	7	1	Baltimore† (6).

( ) The number of supervising or helping teachers actually employed for the year ending in June, 1926, is shown in parentheses for counties which had fewer than the minimum number required by law.

† An additional supervising or helping teacher has been employed for 1926–27.

‡ Only 4 supervising and helping teachers are employed in 1926–27.

Requirements for Supervisors

The following statement of conditions under which candidates for supervising positions may secure certificates from the State Superintendent, provided a county superintendent is considering the desirability of securing their services, was prepared by the Assistant State Superintendent, with the advice and suggestion of the State Superintendent and Assistant Supervisor of Elementary Schoools and with the criticism of the supervising and helping teachers employed in the counties. The conditions are summarized under three heads:

I. Outline of Professional Qualifications.
II. Practical Demonstration of Method in Supervision.
III. Salary.

I—OUTLINE OF PROFESSIONAL QUALIFICATIONS

Legal Requirement:

1. Graduation from a two-year standard normal schoool, or the equivalent.
2. In addition to "1", two full years of work at a standard college, or the equivalent, not less than one-half in academic branches related to the elementary schools and the other half in advanced elementary school methods and supervision.

3. In lieu of "1" and "2" may be substituted graduation from a standard college, either including or with the addition of one full year of work in Education, including elementary school methods and supervision.
4. Four years of successful teaching experience in *elementary* schools. (Supervisors from the State Department of Education will pass judgment on the candidate's *ability to teach* as a prerequisite to any consideration for a certificate in supervision.)
5. Candidates for positions as helping teacher require one year less education.

Professional Equipment:

1. Knowledge of subject matter and knowledge of technique of teaching to the extent of being able to:
    - a. Sense a teacher's problem.
    - b. Suggest helpful procedures and devices.
    - c. Analyze and reconstruct a lesson.
2. Ability to formulate and carry out sane supervisory policies based on needs of the group and of individual teachers. This means:
    - a. To decide upon specific objectives.
    - b. To plan and conduct teachers' meetings which will further the objectives.
3. Necessary aptitudes, which may be expressed as:
    - a. Sincerity of purpose.
    - b. Ability to work harmoniously with people.
    - c. Ability to stimulate teachers to greater achievement.
    - d. Ability to take into consideration the teacher's point of view.
    - e. An optimistic temperament and a sane outlook on life.
    - f. A real interest in the work.

II—PRACTICAL DEMONSTRATION OF METHOD IN SUPERVISION

A personal interview with the State Supervisors of elementary schools is required, during which the candidate will be asked to demonstrate the application of supervisory skill in several typical teaching situations.

III—SALARY

The State Superintendent will fix the salary, within legal limits, in which the State shall share, after careful consideration of the candidate's training, experience, and ability. Experience as critic teacher in a standard normal school or as supervisor of elementary instruction will determine whether or not the State will share in a salary above $2,040.

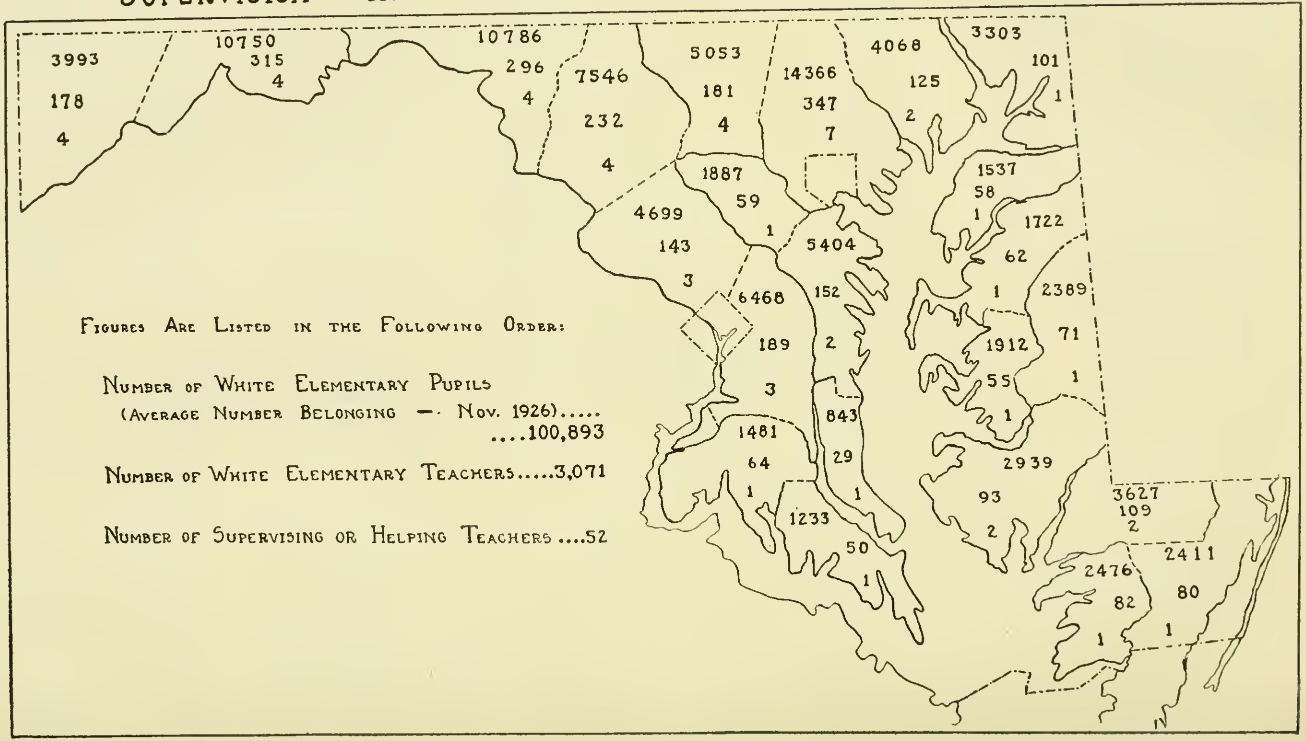
Salaries for supervising and helping teachers, in which the State shares two-thirds, are as follows:

TABLE 57

Supervisory Experience in Years	Supervising Teacher	Helping Teacher
1–4	$2,040	$1,440
5–7	2,340	1,740
8+	2,640	2,040

CHART 21

SUPERVISION IN WHITE ELEMENTARY SCHOOLS



FIGURES ARE LISTED IN THE FOLLOWING ORDER:

NUMBER OF WHITE ELEMENTARY PUPILS
(AVERAGE NUMBER BELONGING — NOV. 1926).....
....100,893

NUMBER OF WHITE ELEMENTARY TEACHERS.....3,071

NUMBER OF SUPERVISING OR HELPING TEACHERS....52

The Fall Conference of Superintendents

Due to the fact that a six weeks' summer course in supervision was given by Miss Simpson and Miss Wiedefeld in 1925, which was taken by 27 supervising or helping teachers, over one-half of the entire county supervisory force, the usual fall conference of the supervisory group was not held. (The course in supervision was described on page 130 of the 1925 annual report.)

The superintendents discussed the following topics at the fall conference on October 1 and 2, 1925:

1. Suggestions for the good of the service, from County Superintendents and Members of the Department.
2. Report of Committee on School Consolidation, Mr. C. G. Coooper, *Chairman.*
3. Report of Committee on Certification of Teachers, Mr. C. Milton Wright, *Chairman.*
4. State-wide Objectives in Elementary Education:
   (a) Course of Study.
   (b) Improving the Teaching of English, History, Geography and Arithmetic in the Grammar Grades. Introduced by Miss I. Jewell Simpson.
5. Shall we recognize "Standard" graded schools? Introduced by Mr. T. L. Gibson.
6. (a) What progress are the counties of Maryland making in improving school buildings? (b) Should the counties be rated once in two or three years on school buildings and equipment? If so, how? (b) Introduced by Mr. Nicholas Orem.
7. Shall the State Department place inter-school baseball on the same basis as soccer? Introduced by Dr. William Burdick.
8. Report on the Supervisors' replies to the questionnaire on "The Teaching of Citizenship in the Elementary Grades," and a tentative plan for a bulletin on this topic. Introduced by Miss M. Theresa Wiedefeld.
9. Possible topics for county schools to emphasize during American Education Week.
10.* What are the tests of high type supervision from the county superintendent's standpoint?

   The following committee will formulate a preliminary statement of tests (standards) of supervision for presentation to the group at the April (1926) Conference:

   Committee on Standards for Supervision—B. J. Grimes, Chairman; Edward F. Webb, E. M. Noble, G. Lloyd Palmer and Howard T. Ruhl.

Thirteen Southern State Superintendents Study Maryland's Classroom Supervision

It was for the purpose of studying Maryland's system of supervision of classroom instruction that the superintendents of schools of thirteen southern states spent three days visiting the county schools of Maryland in December, 1925. In arranging for the visit, Superintendent Harris of Louisiana wrote: "It is my understanding that Maryland has probably made the greatest advancement of the Southern States in the field of supervision and that it would be of interest to all of us to see at first hand just what is being accomplished and how the authorities have gone about their work."

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* In order to assist this committee, each superintendent is requested to contribute in writing one important statement on topic 10 at this point.

Rural and graded schools in four counties adjacent to Baltimore, viz., Baltimore, Anne Arundel, Carroll and Montgomery, were visited for two days, and in the evenings conferences were held. On the third day the following program was presented:

I. Value of Supervision .... Dr. Bachman
II. Scheme of Teacher Training .... Miss Tall
    (a) Normal School.
    (b) Supervision.
    (c) Certification.
    (d) Minimum Salary Schedule.
III. How the Supervisor Conducts Her Work .... Miss Wiedefeld
IV. The State's Part in Supervision .... Miss Simpson
    (a) How We Get Supervisors.
    (b) How the State Promotes Growth of Supervision.
V. The Local (County) Unit in Supervision .... Mr. Grimes
VI. A Professional Staff in the Office of the County Superintendent .... Mr. Cooper

After the visit, Superintendent Allen of North Carolina wrote that he was tremendously impressed with three things in Maryland:

> "1. The plan of supervision, bringing about such great enthusiasm on the part of the workers, and the high degree of competence shown by the supervisors.
>
> "2. The character of the classroom instruction, which seemed to be of extremely high order. I observed about eight or ten teachers in operation, and I did not see any teaching of a low order. It was all far above the average and some of it manifested a high degree of excellence.
>
> "3. The amount of teaching equipment that was placed at the disposal of the teachers even in the small type of school. It was indeed stimulating to see the kind of work that could be done even in a one-teacher school when this institution is properly equipped and manned by a competent teacher.'"

Sectional Meetings of Supervisors

Three groups of meetings of supervisors were held in Hagerstown, Baltimore County, and Easton on December 4-5, December 11-12, 1925, and January 15-16, 1926, respectively. The program of each meeting included visits to the county schools the morning of the first day; observance of a county teachers' meeting conducted in the afternoon by a supervisor in the county visited; an evening conference conducted by Miss Wiedefeld to discuss the work seen during the day; and a conference on general supervisory problems the following morning, conducted by Miss Simpson. Miss Healy took the visiting supervisors to see work in the grammar grades and conducted a meeting for grammar grade teachers. Miss Jessop demonstrated the work being done by rural teachers in Baltimore County on the course of study in English. Miss Thompson took the supervisors to see work in rural schools in primary and grammar grades, and had a general meeting of her teachers.

The visiting supervisors were divided into committees and given the following plan for discussion, each committee being held responsible for one question. There were slight modifications so that the questions fitted each of the meetings.

> Please give some thought to all of the following questions and intensive study to the question assigned to the committee to which you are appointed.
>
> 1. To what extent did the work as planned and executed fulfil the purpose or purposes of the supervisor?
> 2. In what specific ways were the various types of teachers helped? (What knowledge, suggestive procedures, principles, devices, standards, inspiration, etc., were gained?)
> 3. Discuss the supervisor's technique as evidenced by her method of questioning, method of handling teachers' contributions, organization of materials and activities, method of clinching and summarizing, and any other phases of teaching technique involved.
> 4. Evaluate the meeting from the standpoint of teacher participation—realization of its purpose, preparation for it, feeling of responsibility for its success, participation in discussions and other activities, interest, background of knowledge, attitude, teacher leadership, etc.
> 5. What do you consider the chief values to be gained by the visiting supervisors from this teachers' meeting?
> 6. What indications of the objectives of the supervisors were in evidence in the work of the teachers visited?

Prior to attendance upon the group meeting visiting supervisors had been sent the following Assignment for Observation of the teachers' meeting:

I. ASSIGNMENT FOR OBSERVATION OF THE TEACHERS' MEETING

Make a plan for yourself which will help you to observe the meeting with specific questions in mind and to organize the procedure around definite problems.

In making your plan you might take into consideration some of the following factors:

1. Purpose of the meeting—its relation to group needs, and to individual needs.

2. Plan of the meeting—its relation to supervisory objectives, development of the teachers, past meetings, particular teaching or administrative difficulties.
3. Provision for review, drill, development and discussion of new problems or procedures.
4. Provision for teacher participation and method of handling teachers' contributions.
5. Provision for meeting individual needs, for adapting the work to the needs of all present.
6. Organization of materials and activities—relative values as evidenced by distribution of time and emphasis.
7. Character of the help received by individuals—knowledge, ideas, principles, devices, standards.
8. Power of the group—knowledge, attitude and skills, evidenced by the teachers.
9. Supervisor's philosophy of supervision as evidenced by her plan and method of conducting the meeting, by its tone or atmosphere, by the attitude of the teachers.
10. Supervisor's technique of supervision.

On Saturday morning the supervisors under the leadership of Miss Simpson discussed "Pertinent Problems in Supervision" connected with course of study making, strengthening the teaching in grades 6 and 7, and lesson planning.

The supervisors were given the following suggestive procedure for committee work to be used in making a course of study in any subject:

THE COURSE OF STUDY IN GEOGRAPHY.

(Suggestive Procedure for Committee Work)

1. Preparation of the committee by reading and study:
   a. General reading on curriculum making.
   b. Books and magazine articles on teaching of geography.
   c. Best courses of study in geography.
2. Committee decides what a course of study in geography should contain:
   a. Statement of principles and aims of geography teaching.
   b. Goals for each grade.
   c. Activities through which goals may be reached.
   d. Principles underlying problem solving.
   e. Criteria for judging value of geography problems and activities.
   f. A teachers' and a pupils' bibliography.
3. Each member of committee makes goals for each grade.
4. Committee meets to discuss and agree upon goals.
5. Chairman of committee meets teachers of different grades and compiles goals expressed in terms of:

Knowledge to be acquired.	Activities to be developed.	Skills to be attained.	Attitudes to be instilled.

6. Collect from teachers of various grades suggested activities to develop the goals:
    a. Statement of problems.
    b. Devices for drill.
    c. Estimates of amount of time to be spent on various units of work.
    d. Projects or types of work.

    (Chairman sorts out best of all material submitted.)

7. Chairman compiles statement of the general aims and principles of geography teaching; of principles underlying the teaching of geography through problems; of criteria for judging the value of problems and various activities in geography.

    (Chairman submits material to committee for criticism and approval.)

8. Compile a teachers' and pupils' bibliography for each grade, also a list of sources from which geography material may be obtained.

CONCRETE ILLUSTRATION.

As an illustration of Number 6 above, the following assignment which was used by the Supervising Teacher in Kent County is given:

FOR TEACHERS INTERESTED IN GRADES I-IV.

Work in grades I-IV will involve a great deal of nature study, so let us plan our work under the title of *nature study* and *geography.*

1. Make a list of the most important things that we need every day.
    Which of these do we eat?
    Which of these do we wear?
    Which of these do we need for protection?
    Which of these do we need for work?

    Organize under these heads:

    Food.
    Shelter.
    Clothing.
    Utensils.
    Tools and Machines.
    Records—books.

    Check the needs which are supplied in our immediate locality. In Kent County.

2. Make a list of occupations or industries in which the people in our district are engaged towards supplying these needs. Check those which you think should be taught in your grade.
3. Make a list of 10 or more topics under *nature study* that should be taught in your grade, *e. g.*, rivers, work of frost, etc.

Note: It is not intended that teachers should make an exhaustive list. A list of 10 or more topics under Nos. 1, 2, and 3, will give us a foundation upon which to organize the work at our next meeting.

FOR TEACHERS INTERESTED IN GRADES V-VII.

Grade V. Prepare a list of 25 of the most important topics to be taught in the geography of the United States, *e. g.*, coal, transportation, etc.

Grade VI. Select 25 important topics for study on South America and Europe.

Grade VII. Select 25 topics for study in the seventh grade of importance to the remaining continents.

Teachers in rural schools should select one grade in which they are interested for study.

Bring this list to the next teachers' meeting. At that time we will prepare a combined list and make plans for further work.

Course of Study Discussion at the 1926 Spring Conference

The annual spring conferences were held April 14-15, 1926. The morning of the first day the county board members, county superintendents, county supervisors and staff of the State Department of Education heard Dr. Charles H. Judd, Director of the School of Education, University of Chicago, address the students at the Towson State Normal School on understanding the needs of the individual pupil. In the afternoon, Dr. Judd spoke to the group on the history of curriculum reconstruction and some of the problems of course of study making. A general discussion followed. Through the courtesy of Dr. Buchner, the latter meeting was held in a lecture room at the Johns Hopkins University.

The following day the superintendents and supervisors each held separate all-day sessions.

The superintendents, under the leadership of State Superintendent Cook, heard reports from the following standing committees on:

School Consolidation (proposal for a survey of methods of handling the transportation problem, Superintendent C. G. Cooper.)

Teachers' Pensions (the work of the committee and its actuary in gathering the data preliminary to formulation of pension legislation, Superintendent E. W. Broome).

Teachers' Certificates and Examinations (proposed requirement of college work in subjects which an applicant may be certified to teach in a Maryland High School).

Standards for Judging Supervision (report on elements to be considered by superintendents in judging supervisors, Superintendent B. J. Grimes).

Standard Schools (proposed requirements to apply to graded as well as rural schools, and to individual rooms in buildings).

Records and Reports (a survey of forms used by supervisors in the various counties to report on their activities to their superintendents and county boards of education).

There was also a tentative discussion of legislation to eliminate so-called second group high schools, to provide for two-teacher first-group high schools, to increase the ratio of pupils to academic teachers in first-group schools, and to increase the number of special teachers for whom state aid could be given.

A proposed by-law was approved permitting county boards of education to establish kindergartens taught by properly qualified kindergarten teachers, provided sufficient funds are specifically appropriated in the annual school budget for this purpose.

Meanwhile, with Miss Simpson presiding, the supervisors discussed the following questions:

I. *Problems in Course of Study Making* (submitted by some of the county supervisors at the mid-winter sectional conferences):

1. In making a course of study for a county is it better to determine first what shall be taught in each subject and later work out plans and methods of instruction or to attempt a detailed course in one subject only during a school year?
2. What is the best plan for outlining the ground to be covered in formal knowledge plus the suggestion of activity?
3. In organizing a course of study to what extent shall material be arranged in teaching order? Shall it be entirely so arranged?
4. Is method as important a part of the course of study as the subject-matter outlines? Should lesson plans and drill exercises be included?
5. After teachers have agreed upon subject-matter for the grade, what is the best way of including this material in the course of study—by half years, months or two-month periods? In other words, is it advisable to permit teachers to choose the order of teaching the material, or to give them directions or suggestions?
6. Can all teachers participate in course of study making when many rural teachers are so situated that committee meetings are practically impossible?
7. Can teachers with a very limited knowledge of child psychology and the learning process participate in course of study making?
8. Is it better to have committees for subjects or for grades, *e. g.*, one group of teachers working on history for all grades or a group working on all subjects for the sixth grade?
9. If lesson procedures are to be included how shall they be secured—through the supervisor, the grade chairman, or from all of the teachers? Is there not danger of making the course of study too bulky?
10. How may we get teachers who have long been accustomed to thinking in terms of subjects and textbooks to think in terms of "abilities to do things"?
11. What is the most satisfactory system of making use of investigations in course of study making? Should the supervisor recommend this material to the grade chairman?
12. How can we keep the undertaking of making a course of study *active*, when this activity tends to be slowed up because of the difficulties of weather, distances, expenses, time and overburdening of some of the most conscientious teachers?
13. What is the best method for checking up the course of study so far as developed with the State goals in that particular subject? Should it be done through the teachers' meetings or through individual report?

II. DEBATABLE QUESTIONS PERTAINING TO TEACHING.

The following questions, on which there is difference of opinion, will be discussed for the purpose of clarifying ideas, but not necessarily for the purpose of changing convictions. Be ready to present and substantiate your own ideas on these questions.

1. Do you advocate printing or script for the first few weeks of blackboard work in the first grade?

2. Should children be told the story they are to read?
3. Should dramatization follow or precede the reading of the story?
4. Should silent reading *always* precede oral reading?
5. When should vocabulary difficulties be handled—before the silent reading, after the silent reading, after the oral reading?
6. Should a period ever be spent on an isolated word drill?
7. Should children watch for errors in each other's reading?
8. The question of phonics.
9. How useful is a manual to teachers and supervisors?
10. What are the advantages and disadvantages in having pupils apply standards to the work of their classmates?
11. The question of penmanship in primary grades—when to begin writing, size of writing, seatwork involving writing, use of pen and ink.
12. Do you advocate having children always answer in complete sentences?
13. The question of spelling in primary grades—when to begin it, choice of words, number of words, place of oral spelling, study of words.

Maryland Participates in Study of Length of Elementary School Curriculum

It was during the visit of Dr. Judd that six county superintendents agreed to co-operate in a testing program designed to disclose facts regarding the length for the elementary school course. The three counties having an eight grade elementary school course (Allegany, Anne Arundel and Washington) were paired with three comparable counties having a seven grade course (Baltimore, Montgomery and Frederick). It was decided to test the seventh and eighth grade and first year high school pupils in the first named counties and the seventh grade and first year high school pupils in the latter counties during the third week in May.

The tests chosen for elementary grades were:
- Stanford Achievement Test.
- Wilson Language Error Test.
- Gregory Spencer Geography Test.
- Writing a letter.

For the high school grades the following were chosen:
- Otis Classification Test.
- Ruch Popenoe General Science Test.
- Wilson Language Error Test.
- Writing a letter.
- Illinois Standardized Algebra Test.
- Henmon Latin and French Tests.

The tests were given by the superintendents and supervisors in each county and were sent to the University of Chicago for scoring and tabulation. The report containing the results of the study is being awaited with interest.

HIGH SCHOOL SUPERVISION

The county high schools of the State are supervised by three State supervisors of high schools, who work in the eastern, central and western portions of the State, respectively. The work is unified by a monthly conference held by the three supervisors with the State Superintendent of Schools.

TABLE 58

Section	No. of Counties	No. of Schools	No. of Teachers	
			Academic	Special
Western	5	43	215.7	72.2
Central	8	50	205.4	66.7
Eastern	10	61	230.2	72.2

The supervision of the high schools is carried on by visits to the high schools—each one receiving three or more visits a year for the purpose of helping teachers to improve their classroom instruction. Conferences are held with individual teachers and principals to discuss the work observed.

During 1925-26 county teachers' meetings were held with the teachers of each subject as well as general meetings of all the teachers of each county. The former type of meeting centered around a demonstration lesson followed by a critique conducted by the supervisor. It is felt that better participation and results are obtained when the teachers who meet together for this type of meeting have a common bond in the subject taught. Course of study revision in the various high school subjects is the outgrowth of these group subject-matter meetings. Teachers of the social studies from Queen Anne's County, for example, are organizing material for use in the course in "Problems of Democracy." They worked together in the summer of 1926 at the University of Maryland and had the advantage of several conferences with Professor J. Montgomery Gambrill of Columbia University.

The general meeting for the teachers of each county focused upon the discussion of an outstanding instructional book of the year, Kilpatrick's Foundation of Method. The following program is typical of the procedure at these meetings:

I. *General Subject of the Meeting:*
The Primary, the Associate and the Concomitant Learnings.

II. *General Reference:* (To be read and studied by each teacher).
Kilpatrick: Foundations of Method (Macmillan, 1925).

III. *Other References:*
  - (a) Journal of Educational Method: Jan. and Feb., 1925. (World Book Co., Yonkers, N. Y.)
  - (b) *La Rue:* Psychology for Teachers (Houghton, Mifflin).
  - (c) *Freeman:* Psychology of the Common Branches (Houghton, Mifflin).
  - (d) *Gates:* Psychology for Students of Education (Macmillan).
  - (e) *Strayer:* Brief Course in the Teaching Process (Macmillan).
  - (f) *Freeland:* The Improvement of Teaching (Macmillan).
  - (g) *Earhart:* Types of Teaching (Houghton Mifflin).

IV. PROGRAM: 9:30 A. M. State High School Supervisor presiding.
  1. What the secondary (associate and concomitant) learnings are.
  2. Why high school teachers need today to be more sensitive than heretofore about these learnings.
  3. What secondary learnings are my pupils actually getting from my day-to-day instruction?
     - a. In science.
     - b. In history.
     - c. In English.
     - d. In mathematics.
     - e. General discussion.
  4. *If we assume* for the purpose of this discussion, that some of the more usual *types of procedure* in high school classrooms are (a) lecturing; (b) question-and-answer; (c) written lessons; (d) the recitation that is wholly or partly socialized; (e) the supervised study procedure (more or less properly conducted);

     And if we assume that some of the more usual *types of lessons* (kinds of lessons) are: (a) the review lesson; (b) the testing lesson; (c) the drill lesson; (d) the inductive-development lesson; (e) the lesson for appreciation;

     Then, what are some of the ways in which we must modify our day-to-day classroom procedure in:
     - (a) Reviewing.
     - (b) Drilling.
     - (c) Testing.
     - (d) In conducting inductive lessons.
     - (e) In conducting deductive lessons.
     - (f) In conducting lessons for appreciation?
     - (g) General discussion.
  5. Summary of the morning's professional discussion led by the County Superintendent.

     Noon Recess: 12:15 to 1:30.

     AFTERNOON SESSION:
  6. Some Unmistakable Evidences of Good High School Teaching, State High School Supervisor.

Group meetings of high school principals of adjoining counties were held for a discussion of Franklin Johnson's book, "Administration and Supervision of the High School."' The following program was used for this discussion:

I. *General Subject: The Several Functions of the High School Principal.*
  1. The principal as the responsible leader of his school.

2. The principal as responsible for all the activities of his school:
    - a. Curriculum revision.
    - b. Quality of instruction.
    - c. Routine administration: What can he, and what can he not delegate?

Discussion opened by Supervisor.

II. *An Account of the Best Faculty Meeting I Ever Conducted.*
Discussion opened by Principal.

III. *The Principal Causes of High School Mortality:* What are we, as principals, doing to reduce this mortality?
Discussion opened by Principal.

IV. *Some Details in which Algebra or United States History, as Now Taught in My School, are Making Definite Contributions to the Aims of Secondary Education as Set Forth by Johnson in Chapter II.*

Discussion opened by Principal.

V. *Discussion of the High School Library under the Following Heads:*
- a. The educational necessity of the high school library.
- b. What are the library facilities in my school?
- c. How is the library used in my school?
- d. What steps can a principal take to secure necessary support for more adequate library facilities?

Discussion opened by Principal.

BULLETINS ISSUED BY THE DEPARTMENT

The following printed bulletins were published by the State Department of Education during 1925-26 to aid in the professional growth of supervisors and teachers and to inform the public concerning the work of the schools.

1. *Making the Most of Supervision* (September, 1925), a 32-page bulletin containing Miss M. Clarice Bersch's report of her work as supervising teacher in 1924-25 in the Grantsville unit of Garrett County, a mountainous section containing many rural schools and a large proportion of untrained, inexperienced teachers. (Each year the report of a county supervisor is published by the Department.)
2. *Notes on the Teaching of High School Mathematics* (October, 1925), a 40-page bulletin prepared by Mr. Samuel M. North, to consider a few of the outstanding topics in the Report on the Reorganization of Mathematics in Secondary Education. Three lessons taught by Maryland high school teachers illustrating socialized group procedure in algebraic drill, an introductory lesson on quadratic equations, and intuitive introductory work in demonstrative geometry complete the bulletin.
3. *Arithmetic Goals* (October, 1925), a 67-page revision of the bulletin previously published containing remedial measures to follow a testing program with the addition of Goals for each grade and much new material.
4. *Biennial Report of the Maryland Public Library Advisory Commission*, a 19-page bulletin outlining the development of libraries in the counties and Baltimore City.
5. *Silent Reading*, a 96-page revision of the bulletin published twice previously outlining remedial measures to follow class and individual difficulties revealed in a testing program in reading with the addition of goals to be achieved in each grade.

6. *Measurable Evidence of Progress in Maryland Public Schools*, 1925, a reprint of 269 pages from the annual report.

In addition to the printed bulletins, the following mimeographed bulletins were sent to supervisors in the counties:

Tentative Goals in English containing for each grade Goals in Oral English, Written English and Functional Grammar and standards for judging compositions.

An annotated list of standard tests in English, History and Geometry to be used by the counties in planning testing programs for the year.

THE CONFERENCE OF ATTENDANCE OFFICERS.

At a conference of attendance officers, held on March 31, and April 1, 1926, with Mr. Gibson presiding, the following topics were discussed:

1. Present in a two-minute statement a sample of monthly reports on attendance as they are prepared for teachers and newspapers. (It would be desirable to bring a sufficient number of exhibits to supply a set to each member of the group. Only samples of statistics, plans and devices put into effect since the last meeting of attendance officers in October, 1924, need be brought.)
2. How can the time for field and office work be organized most advantageously?
3. How many parents had to be notified last year of the delinquency of their children in the matter of school attendance?
4. How many violators of the compulsory attendance law had to be brought before magistrates for trial? Before Juvenile Courts? Before a jury? To what extent were penalties imposed? Before which court is it more desirale to try cases?
5. What effect do trials or summonses have on delinquent parents? On preventing delinquency in others?
6. Can the attendance officer in many cases carry on his work more effectively by adopting the case work procedure of the social worker and by cooperating to the fullest extent with other social workers in the county?
7. By what means is attendance being improved in your county? What is an attainable goal in attendance in rural schools? In graded schools? In high schools?
8. Which factors are most important in securing and retaining a maximum attendance?
9. Can the State Department render assistance not now given which will stimulate better attendance? What specific help can be given?
10. What difficulties are found in tracing the places to which families move? In other counties in Maryland? In other States? How may these difficulties be met?
11. To whom in other counties, or in other States, are withdrawal slips and discharge cards sent?
12. Are all of the counties following uniform methods in calculating percentage of attendance?

†THE CERTIFICATION OF TEACHERS

CHANGES IN REQUIREMENTS

An important change in the requirement for high school teachers' certificates in academic subjects was recommended by the county superintendents in April, 1926, and was passed by the State Board of Education in the form of a by-law in August of that year. The regulation increases the amount of college work required in the two high school subjects, whatever these may be, which the applicant is certified to be able to teach. The old requirement called simply for two years' continuous study in each of the two branches, and was felt to furnish too meager a background of subject matter. The new regulations are as follows:

BY-LAW 51

The number of college credits required on and after August 1, 1927, in any two or more subjects which are to be placed on a high school teachers' certificate, is, respectively, as follows:

	Number of Semester Hours
English	24
Social Studies	24
Distributed as follows:	
History, including American History	18
Economics or Sociology	6
Mathematics	18
Including preferably College Algebra, Trigonometry, Solid Geometry, Analytics. If any one or more of the first three subjects mentioned have been completed in high school, the college credit required may be correspondingly reduced, provided, however, that mathematics is pursued for at least two full years in college.	
Latin	18
Based preferably on four years of high school Latin.	
French	18
Based preferably on two years of high school French.	
Chemistry*	18
Biology*	18
Physics*	18
High School Science	24
Six semester hours each of chemistry, physics, and biology, and at least 12 semester hours in one of these 3 sciences.	

In October, 1926, the superintendents recommended that the certificates of teachers who have met the full requirement, but have not attended summer school within the last four-year teaching period, be rated second class and, further, that such certificates be hereafter renewed for four- instead of for three-year periods, in order that the term of renewal shall coincide with the time within which the applicants must attend summer school. The details of this plan are being worked out and it will doubtless go into effect in 1927-28.

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* If this has been studied in high school, 12 hours' college credit in the subject, plus 6 semester hours in any other natural science, will be considered to meet the requirement, although 18 semester hours are urged.

† Prepared by Merle S. Bateman, Credential Secretary.

At the same conference of superintendents it was recommended, furthermore, that experience credit (that is, a quarter of a year's credit for three years' successful experience under supervision) be no longer accepted toward the requirement for first grade certificates dated later than August 1, 1928. The State Board of Education will be asked to take the necessary action in this connection.

NUMBER OF CERTIFICATES ISSUED

Table 58 indicates the number of certificates of various kinds which have been issued during the period from December 1 to November 30, in 1921-22, 1924-25, and 1925-26. The number of administrative and supervisory certificates does not differ appreciably from the number issued in 1924-25. The increase in the number of high school principals' certificates was due partly to the employment of new, qualified principals; partly to the fact that principals already in service, but formerly working on provisional certificates, qualified in 1925 for regular certificates; and partly to the advancement of several schools from second to first

TABLE 58

GRADE OF CERTIFICATE	Number of Certificates Issued December 1 to November 30		
	1921–22	1924–25	1925–26
Administration and Supervision			
Administration and Supervision	4	0	0
Elementary Supervision	9	8	7
Helping Teacher	10	6	6
Special Supervision	0	0	1
Attendance Officer	0	2	2
High School			
Principal	7	24	31
Academic	151	256	312
Special	30	46	67
Vocational	24	11	17
Junior	6	3	3
Elementary School			
Principal	43	18	23
First	370	875	857
Second	325	127	90
Third	214	41	29

group, this condition necessitating the principals meeting the requirement for principals' certificates. The increase in the number of high school assistants' certificates was just about enough to take care of the additional number of teachers needed for the increased high school enrollment and the normal turnover among teachers. There was little need for junior high school teachers' certificates, which are based on the rather scant requirement of three years of college work.

The slight lessening of the number of first grade certificates issued was a result of a smaller Baltimore City graduating class at Towson, there now being an oversupply of elementary teachers in the City. There was an encouraging decrease in the number of second and third grade certificates. It is hoped that these grades of certificates will soon no longer be issued, because there will be an adequate supply of teachers holding first grade certificates.

Provisional Certificates

The number of provisional or emergency certificates issued during each of the last four years is given in Table 59. The gratifying steady drop in the number of these emergency certificates is the result of the increasing numbers of qualified teachers supplied by the colleges and normal schools and the efforts on the part of school officials to employ only trained teachers. A few more provisional certificates will necessarily be authorized to take care of emergencies arising during the rest of the school year 1926-27, but the total for the year will obviously be smaller than for any preceding year.

TABLE 59

	Provisional or Emergency Certificates Issued for	
Year	Elementary School Teaching	High School Teaching
1923–24	276	225
1924–25	316	184
1925–26	175	132
1926–27	130	85

Certification of High School Teachers

In 1925-26, the certification of the Maryland high school teachers was checked for the fifth consecutive year. It was possible to make the check about a month earlier in the year than formerly and it was therefore especially encouraging to find that there were fewer uncertificated teachers than usual. As will be seen from Table 60, the percentage dropped from 26.1 in 1923-24 to 7.2 per cent in 1926-27. The counties are listed in accordance with their rank in having their teachers certificated in Table 61.

TABLE 60

WHITE HIGH SCHOOL TEACHERS UNCERTIFICATED

Fall of	Number	Per Cent
1923	197	26.1
1924	139	17.6
1925	125	14.4
1926	76	7.2

TABLE 61

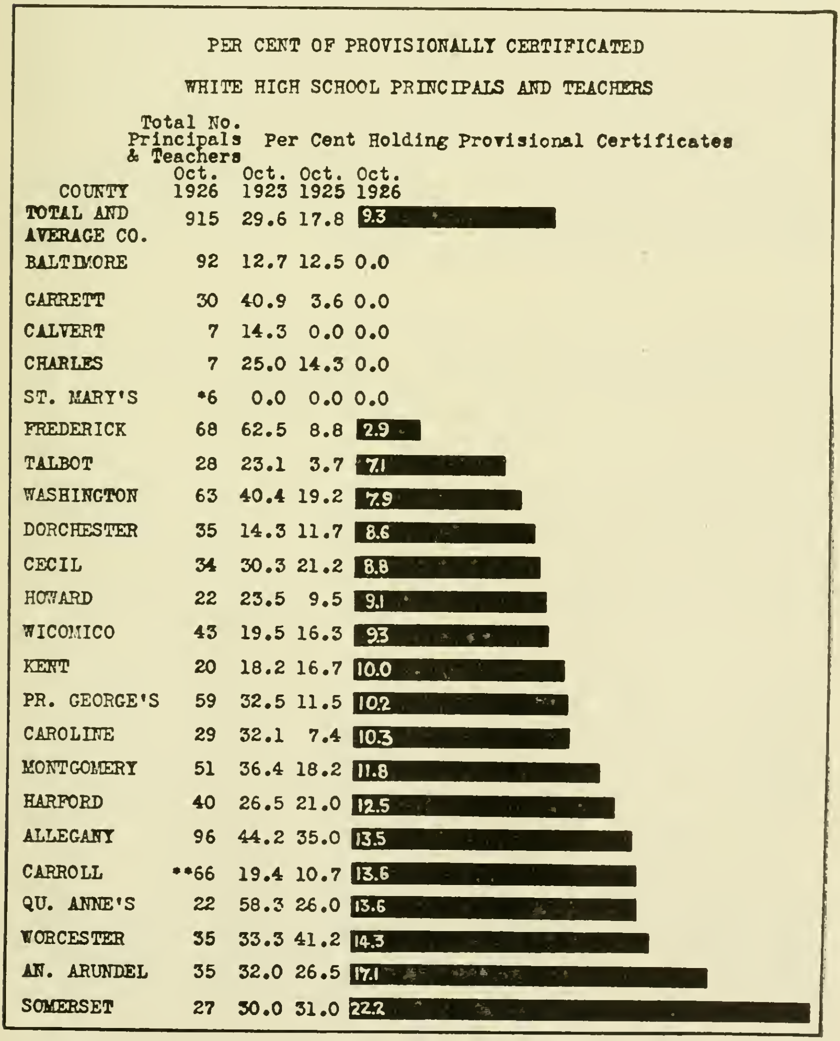
WHITE HIGH SCHOOL TEACHERS IN EACH COUNTY UNCERTIFICATED IN DECEMBER, 1925, AND NOVEMBER, 1926

COUNTY	Total Number White High School Teachers November 1926	White High School Teachers Not Certificated			
		Number		Per Cent	
		Dec. 1925	Nov. 1926	Dec. 1925	Nov. 1926
Total	915	125	76	14.4	7.2
Carroll	*66	1	0	1.3	0
Prince George's	59	0	0	0	0
Wicomico	43	2	0	4.6	0
Worcester	35	10	0	29.4	0
Cecil	34	5	0	15.1	0
Garrett	30	0	0	0	0
Caroline	29	1	0	3.7	0
St. Mary's	16	0	0	0	0
Charles	7	2	0	28.5	0
Baltimore	92	6	1	8.3	1.0
Montgomery	51	3	1	6.8	1.0
Somerset	27	11	1	37.9	3.7
Frederick	68	5	3	7.4	4.4
Kent	20	2	1	11.1	5.0
Harford	40	3	3	7.9	7.5
Anne Arundel	35	10	3	29.4	8.6
Talbot	28	1	3	3.7	10.7
Washington	63	9	7	17.3	11.1
Calvert	7	0	1	0	14.3
Dorchester	35	3	7	9.8	20.0
Howard	22	2	5	9.5	22.7
Queen Anne's	22	7	5	30.4	22.7
Allegany	96	42	35	43.3	36.4

*Excludes the teaching staff at New Windsor High School.

It is evident that the superintendents are exercising more care than formerly, not only in selecting their teachers, but in seeing that they have been certificated by the State Superintendent. To have them meet this test is, of course, the only way of knowing postively that they meet the legal requirements. A few of the counties, however, need to stress the point very much more than they have emphasized it up to the present. Teachers who are engaged late in the summer, or even after the school session opens should be instructed to apply immediately for certificates,

CHART 22



PER CENT OF PROVISIONALLY CERTIFICATED

WHITE HIGH SCHOOL PRINCIPALS AND TEACHERS

COUNTY	Total No. Principals & Teachers Oct. 1926	Per Cent Holding Provisional Certificates Oct. 1923	Oct. 1925	Oct. 1926
TOTAL AND AVERAGE CO.	915	29.6	17.8	9.3
BALTIMORE	92	12.7	12.5	0.0
GARRETT	30	40.9	3.6	0.0
CALVERT	7	14.3	0.0	0.0
CHARLES	7	25.0	14.3	0.0
ST. MARY'S	*6	0.0	0.0	0.0
FREDERICK	68	62.5	8.8	2.9
TALBOT	28	23.1	3.7	7.1
WASHINGTON	63	40.4	19.2	7.9
DORCHESTER	35	14.3	11.7	8.6
CECIL	34	30.3	21.2	8.8
HOWARD	22	23.5	9.5	9.1
WICOMICO	43	19.5	16.3	9.3
KENT	20	18.2	16.7	10.0
PR. GEORGE'S	59	32.5	11.5	10.2
CAROLINE	29	32.1	7.4	10.3
MONTGOMERY	51	36.4	18.2	11.8
HARFORD	40	26.5	21.0	12.5
ALLEGANY	96	44.2	35.0	13.5
CARROLL	**66	19.4	10.7	13.6
QU. ANNE'S	22	58.3	26.0	13.6
WORCESTER	35	33.3	41.2	14.3
AN. ARUNDEL	35	32.0	26.5	17.1
SOMERSET	27	30.0	31.0	22.2

* Excludes St. Mary's Seminary and Charlotte Hall.
** Excludes New Windsor High School.

so that the real situation with regard to the preparation of the teaching staff may be known.

Provisionally Certificated White High School Teachers

Considerable stress has been laid upon reducing the number of provisionally certificated high school teachers. Chart 22 shows the progress that has been made in this respect in each of the counties. The percentage has fallen from 29.6 to 9.3 between 1923 and 1926. Five of the counties, Baltimore, Garrett, Calvert, Charles, and St. Mary's, have no teachers working on provisional certificates, and the next on the list, Frederick, only 3 per cent. Even those at the bottom of the list have made marked improvement since 1923 and will doubtless make further progress. Only three counties, Talbot, Caroline, and Carroll, have taken slight backward steps, but each of these counties, on the other hand, has made a noticeable gain since the first check.

A special study has been made of the preparation of the provisionally certificated high school teachers distributed among the principals, academic teachers, commercial teachers, and so forth. Table 62 shows the result of this study.

TABLE 62

SHORTAGE IN TRAINING OF PROVISIONAL HIGH SCHOOL TEACHERS IN SERVICE IN MARYLAND COUNTIES OCTOBER, 1926, HOLDING FOLLOWING TYPES OF CERTIFICATES

Shortage in Years	Principal	Academic	Commercial	Manual Training	Music	Home Economics	Physical Education
¼	....	8	2	....	4	....	....
½	....	9	3	....	4	1	....
¾	4	1	1	2	3	....	....
1	3	4	5	1	2	....	....
1¼	....	....	1	1	....	....	....
1½	....	1	....	2	....	....	....
1¾	....	....	....	2	1	....	....
2	1	1	2	4	1	1	....
2½	....	....	....	....	....	....	....
3	....	....	....	....	....	....	....
3½	....	1	....	1	....	....	1
4	....	....	....	....	....	1	....
4½	....	....	....	....	....	....	....
5	....	....	....	....	....	....	....
5½+	....	....	1	....	3	1	1
Total.....	8	25	15	13	18	4	2

It will be noted that the high school principals who are working on provisional certificates are, for the most part, within a short distance of qualifying. All except one of them can, by attending summer school once or twice, qualify for limited regular certificates. The provisionally certificated academic teachers also are, for the most part, within a short distance of qualifying. There are three rather hopeless exceptions, where the teachers are from one and a half to three and a half years short of the requirement. They should be replaced.

Most of the provisionally certificated teachers of music are not very short of the requirement and can easily qualify for regular certificates within a year or two. The three who are extremely short might perhaps well be replaced. The provisionally certicated commercial teachers are, with four exceptions, within a year or less of qualifying, being about evenly distributed within the two halves of the one-year period. It would not be difficult to replace the commercial teachers who are very short of the requirement. There were thirteen regular commercial teachers' certificates issued in 1925-26 and nine of these were received by new applicants. Three of them, incidentally, had had a year more of training than Maryland requires and one had two years more.

Only three of the provisionally certificated manual training teachers come within a year or three quarters of a year of qualifying. Nine are from one and a quarter to two years short and one comes within three and a half years of qualifying. It looks as if the greatest effort is needed in connection with manual training teachers. Those who are more than a year short and any of the others who are not making every effort to qualify should be replaced, if possible. In this connection, it is worth while to note that nine regular certificates in manual training were issued during 1925-26, and six of these were issued to new applicants. It is therefore evident that manual training teachers are available and that it would not be impossible to replace those who have had the least training.

It is still rather difficult to get qualified teachers of physical education, and some of those with little academic training may do rather good work in their special field. There seems no reason, however, why the three conspicuously short teachers of home economics should be continued in service, as there is a practically adequate supply of teachers who qualify in this subject.

CHECK OF ELEMENTARY CERTIFICATION

In the spring of 1926 it was possible to check for the third year the certification of the elementary school teachers. This check also showed a marked improvement. There were only 475 uncertificated (this includes 94 colored teachers), as compared with

700 the preceding year. Most of the cases were cleared up by information from the superintendents as to changes in names, or by the renewal of certificates which had expired, or by the authorization of provisional certificates. It has been possible to begin the elementary check earlier in the year 1926-27, and, the number of unsettled cases being smaller, as they doubtless will be, it is hoped that it will be possible to make sure that every elementary school teacher as well as every high school teacher is certificated this year.

NEARLY 80 PER CENT OF WHITE COUNTY ELEMENTARY TEACHERS HAVE FIRST GRADE CERTIFICATES

The twenty-three counties of Maryland are steadily moving nearer the goal of having a trained teacher in every elementary classroom. Table 63 shows that there are nearly 1,200 more white elementary school teachers holding regular first grade certificates in October, 1926, than in 1921, and 200 more than in 1925. Of the 3,071 teachers employed in October, 1926, in white elementary schools 2,414 or 79 per cent hold regular first grade certificates, which means graduation from normal school or its equivalent. The per cent of teachers holding the first grade certificate has risen from 40 in October, 1921, to 79 in 1926.

On the other hand, the number and per cent of teachers holding second and third grade certificates has steadily declined as may readily be seen in the two lower groups of bars on Chart 23. Whereas in October, 1921, there were 1,122 or 37 per cent of the teachers holding second grade certificates, by October, 1926, the

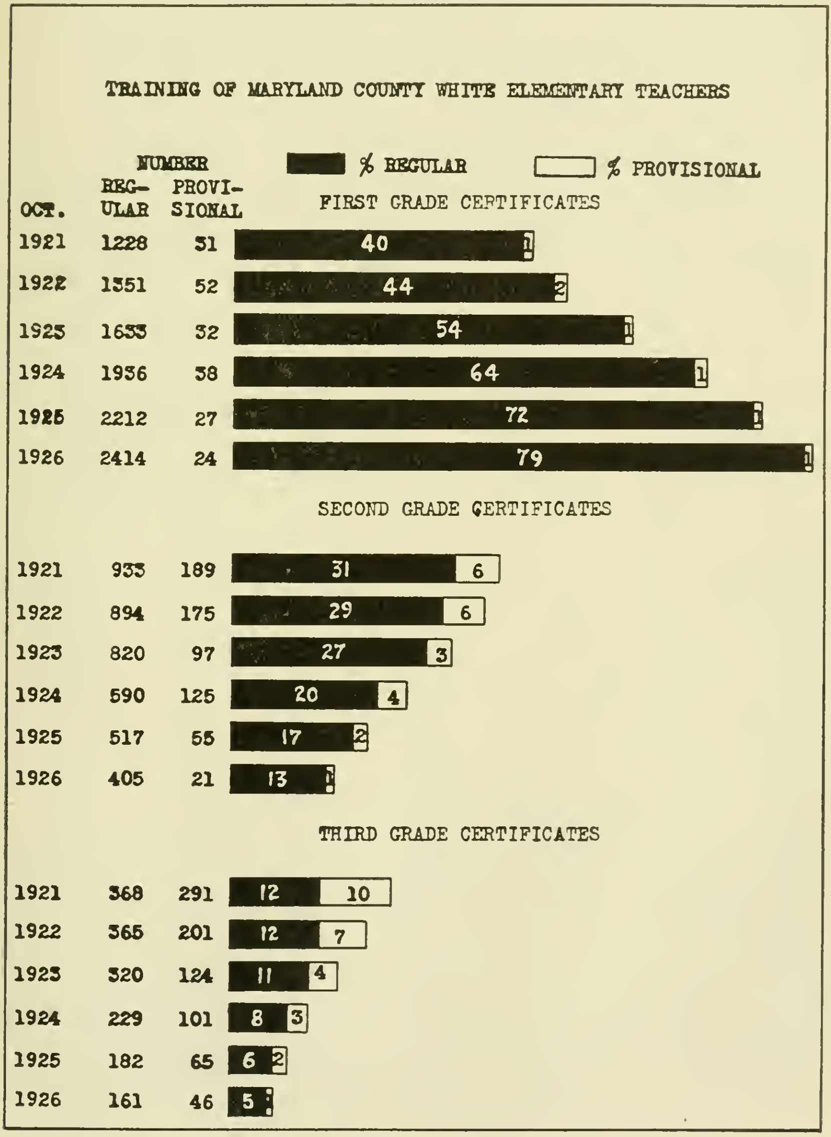
TABLE 63

INCREASE IN TEACHERS HOLDING REGULAR FIRST GRADE CERTIFICATES, 1921-1926

FALL OF	Total Number White Elementary Teachers	White Elementary Teachers Holding Regular First Grade Certificates	
		Number	Per Cent
1921	3,040	1,228	40.4
1922	3,038	1,351	44.5
1923	3,026	1,633	54.0
1924	3,019	1,936	64.1
1925	3,058	2,212	72.4
1926	3,071	2,414	78.6

number and per cent had decreased to 426 and 14, respectively. Likewise teachers holding third grade certificates have dropped from 659 in October, 1921, to 207 in 1926, corresponding percentages being 22 and 6. (See Chart 23.)

CHART 23



The number of teachers holding first grade certificates in 1921, 1925 and 1926 and the increase of 1926 over 1921 and 1925 are shown in Table 64 and similarly percentages in Table 65. Washington County increased the number of teachers holding first grade certificates over last year by 32, Garrett by 28, Carroll by 16, Prince George's and Allegany by 15. In Table 65, the counties are ranked in the order of the percentage of teachers holding first grade certificates in October, 1926. Queen Anne's and Baltimore Counties rank highest with 100 per cent of their teaching staffs holding first grade certificates, Allegany has 94 per cent, Calvert and Montgomery 90 per cent. Charles and Garrett made the greatest increases over the fall of 1925, their per cent in 1926 being 19 and 18 above, respectively. Somerset and Howard made gains of 13 and 12 per cent, respectively, and Carroll and Calvert increased their percentages over last year by 10. The differences between the per cent of trained teachers in 1926 and 1921 are greatest in Wicomico, Howard, Kent, Garrett, Caroline and Worcester.

TABLE 64

COUNTY	Number of White Elementary Teachers Holding Regular First Grade Certificates October				
	1921	1925	1926	1926 Increase Over	
				1921	1925
Allegany	207	282	297	90	15
Anne Arundel	76	123	124	48	1
Baltimore	261	343	346	85	3
Calvert	16	24	26	10	2
Caroline	22	55	58	36	3
Carroll	47	112	128	81	16
Cecil	29	53	62	33	9
Charles	10	21	33	23	12
Dorchester	22	63	64	42	1
Frederick	91	149	152	61	3
Garrett	12	87	115	103	28
Harford	46	82	94	48	12
Howard	16	43	50	34	7
Kent	20	46	51	31	5
Montgomery	86	116	128	42	12
Prince George's	56	150	165	109	15
Queen Anne's	35	62	62	27	....
St. Mary's	10	18	21	11	3
Somerset	19	39	50	31	11
Talbot	34	45	48	14	3
Washington	73	160	192	119	32
Wicomico	24	83	90	66	7
Worcester	16	56	58	42	2
Total	1,228	2,212	2,414	1,186	202

TABLE 65

COUNTY	Per Cent of White Elementary Teachers Holding Regular First Grade Certificates October 1921	1925	1926	1926 Increase Over 1921	1926 Increase Over 1925
Queen Anne's	49	100	100	51	....
Baltimore	89	98	100	11	2
Allegany	71	94	94	23	....
Calvert	42	80	90	48	10
Montgomery	68	88	90	22	2
Kent	30	79	88	58	9
Prince George's	36	82	87	51	5
Talbot	57	80	87	30	7
Howard	25	73	85	60	12
Wicomico	21	77	83	62	6
Caroline	26	73	82	56	9
Anne Arundel	59	82	82	23	....
Harford	38	67	75	37	8
Worcester	17	68	73	56	5
Carroll	27	61	71	44	10
Dorchester	18	68	69	51	1
Frederick	37	64	66	29	2
Washington	27	56	65	38	9
Garrett	7	47	65	58	18
Cecil	27	52	61	34	9
Somerset	22	48	61	39	13
Charles	15	33	52	37	19
St. Mary's	16	33	42	26	9
Average	40	72	78	38	6

Certification in Rural and Graded Schools

The number and per cent of teachers holding different grades of certificates in the various types of white elementary schools in October, 1926, are given in Table 66. The one teacher schools have 62 per cent of the teachers holding first grade certificates, the two-teacher schools 79 per cent, and the graded schools 89 per cent. On the other hand, the one-teacher schools have 22 per cent holding second grade certificates, the two-teacher schools 16 per cent, and the graded schools 9 per cent. The differences are still more marked for teachers holding third grade certificates—16 per cent in the one-teacher schools, 5 per cent in the two-teacher schools, and 2 per cent in the graded schools.

TABLE 66

GRADE OF CERTIFICATE HELD BY COUNTY ELEMENTARY TEACHERS IN VARIOUS TYPES OF SCHOOLS, OCTOBER, 1926

CERTIFICATES	White Elementary School Teachers				Colored Elementary School Teachers
	One Teacher Schools	Two Teacher Schools	Graded Schools	All Schools	
	NUMBER				
First Grade					
Regular	555	370	1,489	2,414	436
Provisional	8	2	14	24	9
Second Grade					
Regular	190	72	143	405	185
Provisional	14	3	4	21	8
Third Grade					
Regular	109	21	31	161	60
Provisional	38	4	4	46	27
Total	914	472	1,685	3,071	725
	PER CENT				
First Grade					
Regular	60.7	78.4	88.4	78.6	60.1
Provisional	.9	.4	.9	.8	1.3
Second Grade					
Regular	20.8	15.3	8.5	13.2	25.5
Provisional	1.5	.6	.2	.7	1.1
Third Grade					
Regular	11.9	4.4	1.8	5.2	8.3
Provisional	4.2	.9	.2	1.5	3.7
Total	100.0	100.0	100.0	100.0	100.0

CERTIFICATION IN COLORED ELEMENTARY SCHOOLS

For colored elementary schools, see the last column, which indicates that 61 per cent of the teachers hold first grade certificates, 27 second grade and 12 per cent third grade certificates. Conditions in the colored schools are similar to those in the white one teacher schools. (See Table 66.)

THE CERTIFICATION SCORE

The training of the teaching staff is expressed in another way in a single figure called the certification score which is obtained by the following weighting of the various grades of certificate.

Elementary principal and first grade, regular	4
Elementary principal and first grade, provisional	2
Second grade, regular	2
Second grade, provisional	1
Third grade, regular	1
Third grade, provisional	0

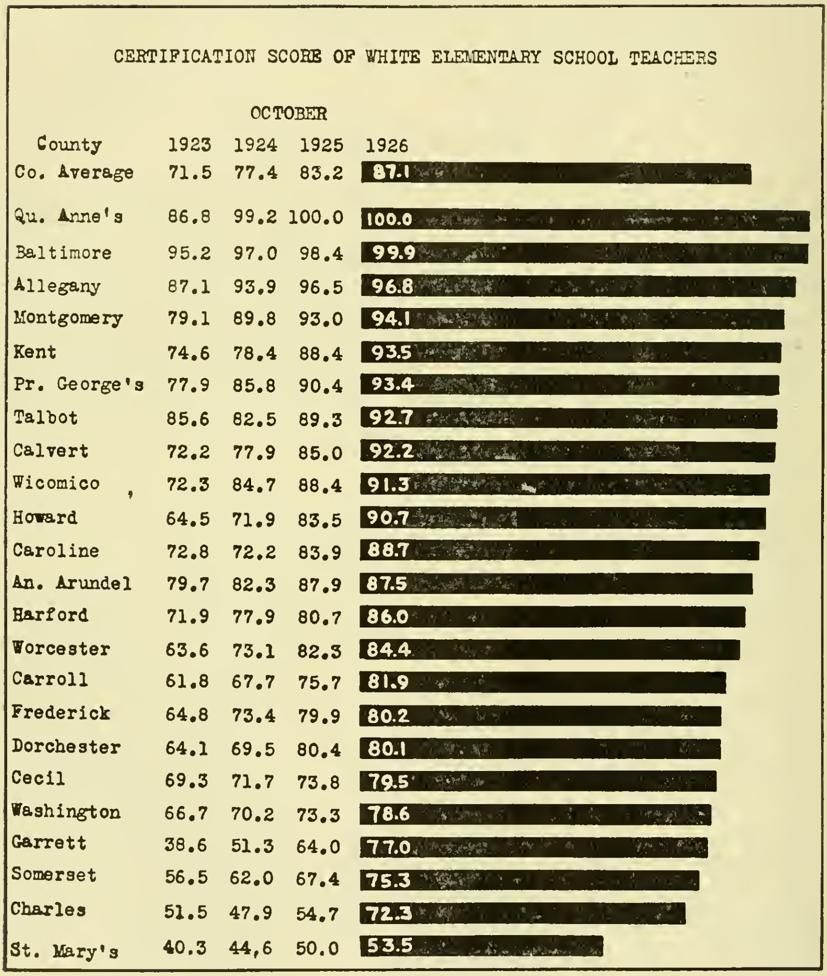
White Elementary Schools

The certification score for white elementary schools in each county is shown in Chart 24. There has been a steady increase from 64.4 in October, 1922, to 71.5 in 1923, to 77.4 in 1924, to 83.2 in 1925, and to 87.1 in 1926. Except for slight setbacks in Talbot, Caroline and Charles in 1924, and in Anne Arundel and Dorchester in 1926, there has been consistent improvement in every county of Maryland. Except for Calvert, the rank of the counties is quite similar to that shown in Table 65, page 143. Ten counties score above 90 points and only 6 score below 80.

Similar certification scores for the various types of elementary schools are included in Table 67.

Most of the counties have made rapid gains in the past four years in staffing their one teacher schools with better trained teachers, but a few counties have made only slight advances or have even gone backward. This is true of the four counties at the foot of the list—Anne Arundel, Dorchester, Washington and St. Mary's. There are six counties having scores above 90 and two of 100. In the two teacher schools Somerset has retrograded. Twelve counties score 90 or more including three having a perfect score for the two teacher schools. Except for the drop in Frederick County, the graded schools are rapidly approaching a score of 100 per cent. Four counties have now attained this score. Only six counties are below 90 points in their graded schools—Worcester, Cecil, Frederick, Somerset, Garrett and Washington. With the passage of the retirement bill at the 1927 session of the legislature, it will probably be possible for counties which have low scores to make great improvement. (See Table 67.)

CHART 24



CERTIFICATION SCORE OF WHITE ELEMENTARY SCHOOL TEACHERS

OCTOBER

County	1923	1924	1925	1926
Co. Average	71.5	77.4	83.2	87.1
Qu. Anne's	86.8	99.2	100.0	100.0
Baltimore	95.2	97.0	98.4	99.9
Allegany	87.1	93.9	96.5	96.8
Montgomery	79.1	89.8	93.0	94.1
Kent	74.6	78.4	88.4	93.5
Pr. George's	77.9	85.8	90.4	93.4
Talbot	85.6	82.5	89.3	92.7
Calvert	72.2	77.9	85.0	92.2
Wicomico	72.3	84.7	88.4	91.3
Howard	64.5	71.9	83.5	90.7
Caroline	72.8	72.2	83.9	88.7
An. Arundel	79.7	82.3	87.9	87.5
Harford	71.9	77.9	80.7	86.0
Worcester	63.6	73.1	82.3	84.4
Carroll	61.8	67.7	75.7	81.9
Frederick	64.8	73.4	79.9	80.2
Dorchester	64.1	69.5	80.4	80.1
Cecil	69.3	71.7	73.8	79.5
Washington	66.7	70.2	73.3	78.6
Garrett	38.6	51.3	64.0	77.0
Somerset	56.5	62.0	67.4	75.3
Charles	51.5	47.9	54.7	72.3
St. Mary's	40.3	44,6	50.0	53.5

TABLE 67

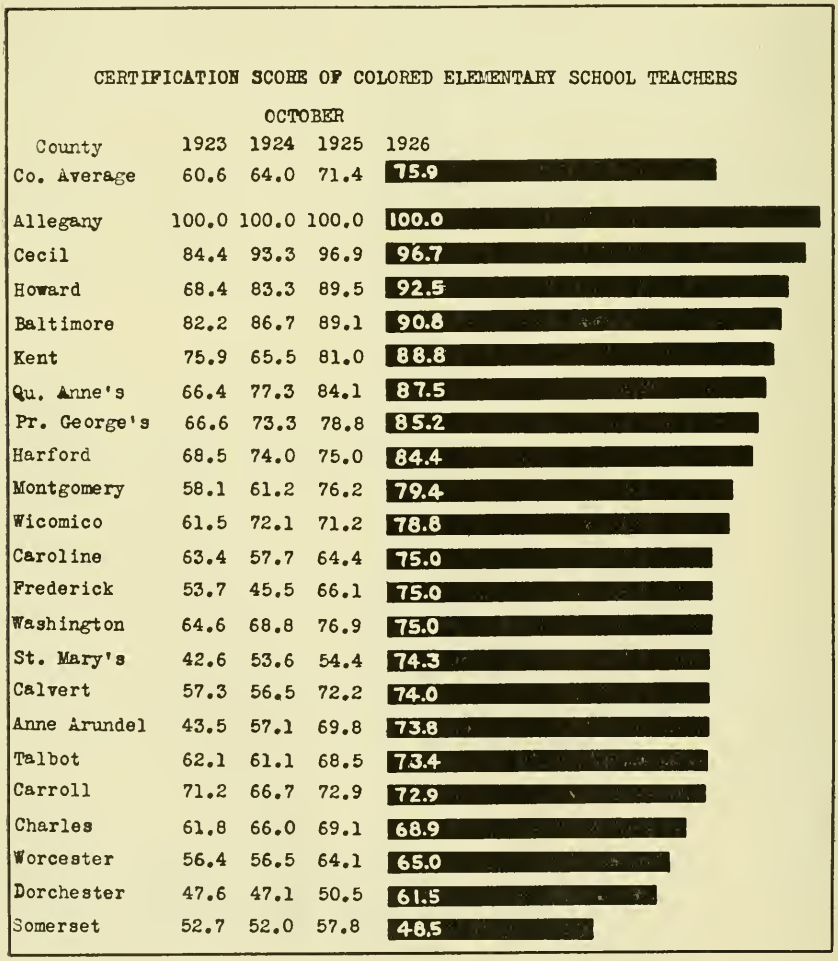
CERTIFICATION SCORES FOR WHITE ELEMENTARY SCHOOLS, OCTOBER, 1923, 1924, 1925 AND 1926,

	One Teacher Schools Certification Score October					Two Teacher Schools Certification Score October					Schools Having Three or More Teachers Certification Score October			
County	1923	1924	1925	1926	County	1923	1924	1925	1926	County	1923	1924	1925	1926
County Average	53	60	68	75	County Average	72	78	84	88	County Average	85	89	92	94
Baltimore	92	99	97	100	Calvert	100	100	100	100	Baltimore	97	95	99	100
Queen Anne's	76	98	100	100	Queen Anne's	100	100	100	100	Calvert	..	...	100	100
Allegany	77	92	95	95	Talbot	88	94	100	100	Howard	77	90	98	100
Wicomico	66	84	88	93	Baltimore	93	95	97	99	Queen Anne's	98	100	100	100
Kent	58	58	80	92	Howard	78	79	86	96	Allegany	91	95	97	97
Montgomery	72	86	88	92	Prince George's	76	84	91	95	Kent	89	93	94	96
Calvert	67	75	80	89	Allegany	79	89	97	94	Prince George's	85	91	93	96
Worcester	53	63	79	88	Caroline	68	68	81	94	Talbot	91	91	94	96
Prince George's	58	72	82	83	Montgomery	59	83	93	93	Dorchester	85	92	96	96
Talbot	69	54	69	81	Wicomico	92	94	92	92	Montgomery	89	95	95	95
Caroline	54	50	78	80	Worcester	66	92	92	92	Anne Arundel	87	88	93	94
Howard	52	57	70	79	Kent	75	85	90	90	Harford	82	91	93	93
Harford	63	64	69	78	Carroll	68	77	88	89	Caroline	89	89	90	93
Cecil	62	65	65	76	Garrett	46	61	72	89	Charles	69	75	86	93
Somerset	40	51	58	74	Frederick	63	78	84	86	Carroll	80	87	92	92
Garrett	30	41	58	72	Harford	70	77	79	86	Wicomico	73	84	88	90
Carroll	47	50	58	71	Washington	55	63	70	84	Washington	80	83	85	89
Frederick	46	56	66	70	St. Mary's	70	63	71	82	Garrett	67	80	83	87
Charles	46	36	40	63	Cecil	79	74	75	81	Somerset	66	67	74	86
Anne Arundel	68	68	73	63	Dorchester	53	63	83	80	Frederick	82	87	90	84
Dorchester	50	49	61	60	Anne Arundel	69	76	81	78	Cecil	73	79	82	83
Washington	45	44	44	46	Charles	57	54	58	73	Worcester	72	79	83	82
St. Mary's	30	36	43	38	Somerset	64	67	65	57	St. Mary's	25	100	..	..

Certification in Colored Elementary Schools

The marked betterment of the training of teachers in the colored elementary schools is reflected in Chart 25. Somerset County at the bottom of the list is the only one which has had a decided deterioration in the training of its colored teachers under conditions a year ago. Its score now is only 48.5 points, 9 less than last year. Charles and Washington Counties have also had to appoint to their colored schools teachers slightly less well trained during the current year than a year ago. There are four counties whose teacher certification score is above 90—Allegany, Cecil, Howard and Baltimore, while there are nine with a score

CHART 25



CERTIFICATION SCORE OF COLORED ELEMENTARY SCHOOL TEACHERS

OCTOBER

County	1923	1924	1925	1926
Co. Average	60.6	64.0	71.4	75.9
Allegany	100.0	100.0	100.0	100.0
Cecil	84.4	93.3	96.9	96.7
Howard	68.4	83.3	89.5	92.5
Baltimore	82.2	86.7	89.1	90.8
Kent	75.9	65.5	81.0	88.8
Qu. Anne's	66.4	77.3	84.1	87.5
Pr. George's	66.6	73.3	78.8	85.2
Harford	68.5	74.0	75.0	84.4
Montgomery	58.1	61.2	76.2	79.4
Wicomico	61.5	72.1	71.2	78.8
Caroline	63.4	57.7	64.4	75.0
Frederick	53.7	45.5	66.1	75.0
Washington	64.6	68.8	76.9	75.0
St. Mary's	42.6	53.6	54.4	74.3
Calvert	57.3	56.5	72.2	74.0
Anne Arundel	43.5	57.1	69.8	73.8
Talbot	62.1	61.1	68.5	73.4
Carroll	71.2	66.7	72.9	72.9
Charles	61.8	66.0	69.1	68.9
Worcester	56.4	56.5	64.1	65.0
Dorchester	47.6	47.1	50.5	61.5
Somerset	52.7	52.0	57.8	48.5

of less than 75—Somerset, Dorchester, Worcester, Charles, Carroll, Talbot, Anne Arundel, Calvert and St. Mary's. The development of colored high schools which are found in all of these latter counties except Calvert and St. Mary's, making it possible to prepare pupils who can enter the Bowie Normal and Industrial School, should help to improve teacher certification conditions in these counties. (See Chart 25.)

MARYLAND TEACHERS KEEP UP TO DATE BY ATTENDING SUMMER SCHOOL

During the summer of 1926, 1,450 teachers serving in Maryland counties in October, 1926, attended summer schools. Of this total, 888* are teachers in elementary schools for white pupils, 281 are in high schools for white pupils, and 281 are in colored schools. This means that 29 per cent of the teaching staff in white elementary schools, 31 per cent in white high schools, and 36 per cent in colored schools, went away to college or normal school last summer to increase their knowledge of subject matter and learn improved methods of imparting to children the material which is included in the course of study.

The State law requires every county teacher to attend summer school once in four years. It is gratifying to find that a number of teachers over and above those required to attend do so from interest and a desire for self improvement, and this undoubtedly will be reflected in the work of their pupils.

The number of teachers attending summer schools from the various counties is given in Table 68.

In white elementary schools, a large proportion of the teachers in Prince George's, Cecil, Somerset, Worcester, Calvert, Caroline, and Allegany went to summer school in 1926. The white high schools of St. Mary's, Montgomery, Baltimore, Calvert, Charles, Talbot, Allegany, and Garrett have on their teaching staffs over one-third who were in summer school in 1926. The colored schools of Somerset, Carroll, Prince George's, Wicomico, Talbot, Caroline, Anne Arundel, Charles, Calvert and Dorchester employed staffs over one-third of whom had been to summer school in 1926.

Colleges Attended by Summer School Students

The summer schools selected by Maryland county teachers covered a wide area, extending as far west as the University of California; as far south as Miami University and Louisiana State Normal School; as far north as the University of Michigan, Harvard, and the University of Vermont; and as far east as Oxford University and the Sorbonne in Paris. The teachers who com-

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* These figures do not include 198 white elementary school teachers who attended the Baltimore County Institute for two weeks at the beginning of the school year.

TABLE 68

TEACHERS EMPLOYED IN EACH COUNTY IN FALL OF 1926 WHO ATTENDED SUMMER SCHOOL IN 1926.

COUNTY	NUMBER AND PER CENT OF TEACHERS ATTENDING SUMMER SCHOOL IN 1926								
	White Elementary School Teachers					White High School Teachers		Colored School Teachers	
	El. Prin. and First Grade	Second Grade	Third Grade	Total Number	Per Cent	No.	Per Cent	No.	Per Cent
Total	606	200	82	888	28.9	281	30.7	281	36.4
Baltimore County Institute	*a*198	......	......	*a*198	2.2	......	......	......	......
Allegany	107	3	1	111	35.2	37	38.5	3	30.0
Anne Arundel	28	10	4	42	27.6	8	22.9	25	36.8
Baltimore	86	......	1	87	25.1	40	43.5	11	22.4
Institute	*a*198	......	......	*a*198	*a*19.0	......	......	......	......
Calvert	10	......	1	11	37.9	3	42.9	9	36.0
Caroline	19	4	3	26	36.6	10	34.5	10	37.0
Carroll	33	9	11	53	29.3	8	12.1	7	53.8
Cecil	19	24	3	46	45.5	9	26.5	5	29.4
Charles	6	11	2	19	29.7	3	42.8	16	36.4
Dorchester	7	5	4	16	17.2	10	28.6	19	35.2
Frederick	28	9	6	43	18.6	19	27.9	10	29.4
Garrett	23	17	16	56	31.5	11	36.6	......	......
Harford	19	9	3	31	24.8	15	26.6	5	20.8
Howard	7	2	1	10	16.9	5	22.7	3	15.0
Kent	9	4	......	13	22.4	6	30.0	9	29.0
Montgomery	36	7	2	45	31.5	24	47.1	10	25.0
Prince George's	65	20	2	87	46.0	15	25.4	37	52.9
Queen Anne's	5	......	......	5	8.1	6	27.2	7	30.0
St. Mary's	3	4	1	8	16.0	4	66.7	10	29.4
Somerset	12	15	7	34	41.5	7	25.9	35	64.8
Talbot	6	2	2	10	18.2	11	39.3	13	37.1
Washington	37	30	11	78	26.4	13	20.6	4	28.6
Wicomico	19	6	......	25	22.9	8	18.6	17	38.6
Worcester	22	9	1	32	40.0	9	25.7	16	37.2

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[a] The 198 attendants at the Baltimore County Institute, which is given credit as one-third of the ordinary summer session,are counted as one-third or 66 in obtaining the percentages.

bine travel with their professional study are bound to bring back to the classroom fresh points of view which will probably make their teaching of some topics in geography and history that they have previously known only through the printed page more vital and interesting.

TABLE 69

NUMBER OF MARYLAND COUNTY TEACHERS TEACHING IN FALL OF 1926 WHO ATTENDED SUMMER SCHOOL IN 1926, DISTRIBUTED BY KIND OF CERTIFICATE

COLLEGE	First Grade and El. Principal	Second Grade	Third Grade	All Elementary	High	Total Number of Teachers
WHITE						
Johns Hopkins University	198	33	8	239	75	314
University of Maryland	158	59	18	235	59	294
Teachers College, Columbia Univ.	45	......	....	45	78	123
Towson Normal School	51	34	29	114	4	118
Frostburg Normal School	42	14	17	73	2	75
University of Virginia	20	15	3	38	16	54
University of Delaware	13	21	3	37	3	40
University of Pennsylvania	17	......	....	17	5	22
Shepherdstown State Normal School	7	7	3	17	.....	17
Harrisonburg State Normal School	11	4	1	16	.....	16
George Washington University	4	......	....	4	7	11
University of West Virginia	6	1	....	7	4	11
Cumberland Valley State Normal School	3	7	....	10	.....	10
University of California	4	......	....	4	4	8
Western Reserve University	6	......	....	6	.....	6
College of William and Mary	1	1	....	2	3	5
Other Schools	20	4	....	24	21	45
Total	606	200	82	888	281	1,169
Baltimore County Institute	198	......	....	198	.....	198
COLORED						
Hampton Institute	39	37	3	79	7	86
Bowie Normal School	1	36.5	24	61.5	.....	61.5
Morgan College	31	17	8	56	1	57
Petersburg Normal School	1	10	1	12	.....	12
University of Pennsylvania	7	2	....	9	3	12
Columbia University	5	......	....	5	4	9
Howard University	7	......	....	7	1	8
Storer College	2	3	2	7	.....	7
Other Schools	17	9.5	....	26.5	2	28.5
Total	110	115	38	263	18	281

The majority of the Maryland county teachers, however, chose to go to nearby schools. Table 69 includes those schools and colleges having five or more attendants from Maryland counties. The schools are listed in the order of total number of students from Maryland county schools.

It will be noted that Johns Hopkins University and the University of Maryland lead all of the other schools by a wide margin, Columbia University and our own normal schools at Towson and Frostburg coming next in order, followed by the Universities of Virginia, Delaware, and Pennsylvania.

EXTENSION COURSES

In addition to work at summer school, 225 teachers in ten counties completed extension courses given within their counties. Through the fund provided in the State public school budget for this purpose, it was possible to reimburse counties and teachers to the extent of one-half of the tuition cost of such courses. Table 70 indicates the counties giving such courses, the number completing them and the amount of State aid. The faculty of the normal schools and colleges of the State furnished most of the instruction provided.

TABLE 70

NUMBER OF MARYLAND COUNTY TEACHERS COMPLETING EXTENSION COURSES SUBSIDIZED BY THE STATE AND THE AMOUNT OF STATE AID ALLOWED FOR YEAR ENDING JULY 31, 1926

COUNTY	No. of Teachers Completing Extension Courses	State Aid
Anne Arundel	43	$386.73
Carroll	14	175.00
Cecil	13	249.28
Frederick	24	354.00
Garrett	9	75.00
Harford	16	115.04
Prince George's	21	361.20
Somerset	16	129.70
Washington	51	765.00
Wicomico	18	270.00
Total	225	$2,880.95

EXPERIENCE OF MARYLAND COUNTY TEACHERS

A tabulation of the experience of teachers in service in October, 1926, indicates that the median teacher is slightly younger than in previous years. Half of the teachers in the one room schools had had less than 3.4 years of experience, in two teacher schools the median experience was 5.7 years and in graded schools 7.4 years. In high and colored schools the median experience was 3.8 and 3.6 years, respectively. The number and per cent of teachers having no experience, experience of from 1 year to 7 years, respectively, and in groups of four-year periods is given in Table 71.

In order that the counties may have a comparison of the relative maturity of the teaching staffs in the white elementary schools, Chart 26 represents graphically the per cent of teachers in each county who have had less than three years' experience by the dotted portion of the bar at the left, those who have had 3-15 years' experience inclusive by the portion of the bar filled with parallel horizontal lines, those who have had 16-23 years of experience by the white section, and those with 24 or more years of experience by the black section at the extreme right of the bar.

It will be evident that one-third of the teachers in the average county have had less than three years of experience. Howard. Garrett, Caroline, Carroll and Charles Counties have a relatively large proportion of their teaching staffs in this group. These counties have been rapidly replacing teachers holding provisional certificates with normal school graduates. Howard with the minimum salary schedule and being close to Baltimore City and County cannot hold experienced successful teachers. This group includes the recent normal school graduates who are fulfilling their pledge to teach two years, who may or may not continue in the teaching profession. Talbot, Wicomico and Kent have a rather small proportion of their staffs in this group.

Most of the counties number the majority of their teaching staffs among the group having experience from 3 to 15 years. nearly half of the teaching staffs in the average county falling in this group. Those who have decided to make teaching their life work are to be found here and it is from this group that creative. vital, artistic teaching may be expected. Howard and Carroll have relatively small numbers in this group, while Prince George's, Montgomery, Wicomico and Harford have a large proportion of their teachers having had from 3 to 15 years of experience.

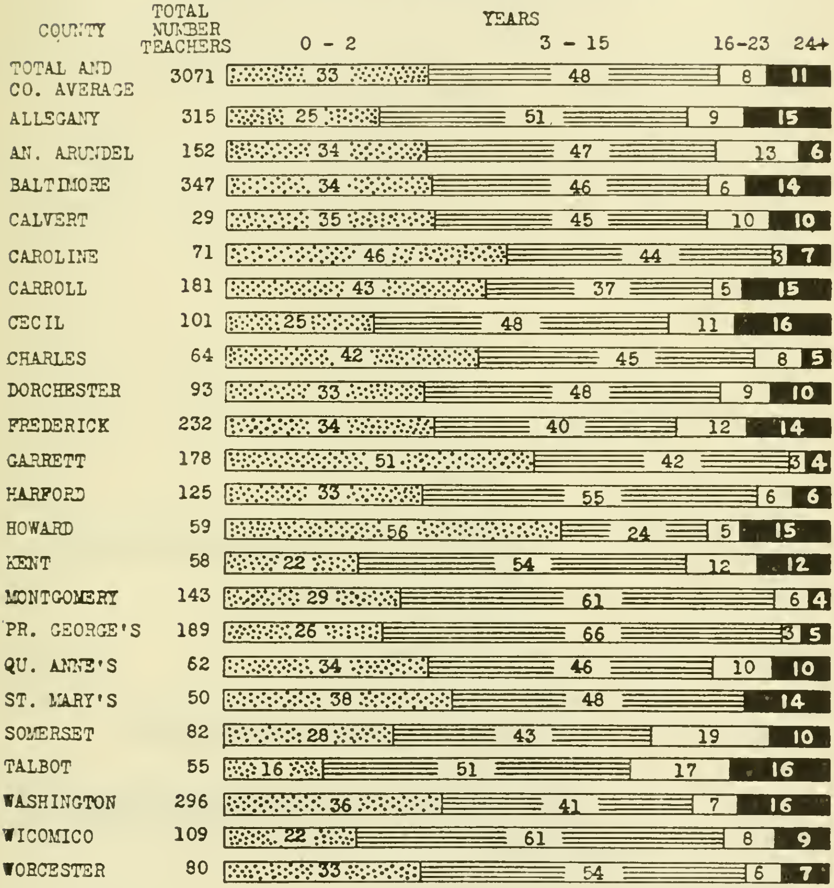
TABLE 71

YEARS OF TEACHING EXPERIENCE OF MARYLAND COUNTY TEACHERS IN SERVICE OCTOBER, 1926,

Years of Experience	Number of Teachers in						Per Cent of Teachers in					
	White Schools					Colored Schools	White Schools					Colored Schools
	One Teacher	Two Teacher	Graded	All Elemen.	High		One Teacher	Two Teacher	Graded	All Elemen.	High	
0	208	58	124	390	166	183	22.8	12.3	7.4	12.7	18.1	23.6
1	128	46	176	350	119	102	14.0	9.6	10.4	11.5	13.0	13.2
2	87	39	167	293	102	71	9.5	8.3	9.9	9.5	11.2	9.2
3	82	51	137	270	87	50	9.0	10.8	8.1	8.7	9.5	6.5
4	55	26	79	160	70	34	6.0	5.5	4.7	5.2	7.7	4.4
5	39	22	67	128	44	26	4.3	4.7	4.0	4.2	4.8	3.4
6	39	13	62	114	45	31	4.3	2.7	3.7	3.7	4.9	4.0
7	37	21	78	136	32	34	4.0	4.5	4.6	4.4	3.5	4.4
0–3	505	194	604	1303	474	406	55.3	41.0	35.8	42.4	51.8	52.5
4–7	170	82	286	538	191	125	18.6	17.4	17.0	17.5	20.9	16.2
8–11	95	62	263	420	99	88	10.4	13.2	15.6	13.7	10.8	11.4
12–15	43	43	150	236	55	49	4.7	9.1	8.9	7.7	6.0	6.3
16–19	27	18	97	142	28	40	2.9	3.8	5.8	4.6	3.1	5.2
20–23	21	16	59	96	22	19	2.3	3.4	3.5	3.1	2.4	2.5
24 or more and unknown	53	57	226	336	46	46	5.8	12.1	13.4	11.0	5.0	5.9
Total	914	472	1685	3,071	915	773	100.0	100.0	100.0	100.0	100.0	100.0
Median	3.4	5.7	7.4	5.6	3.8	3.6	....	....	....	....	....	....

CHART 26

PER CENT OF WHITE ELEMENTARY TEACHERS IN SERVICE
OCTOBER 1926
HAVING HAD THE FOLLOWING YEARS OF EXPERIENCE



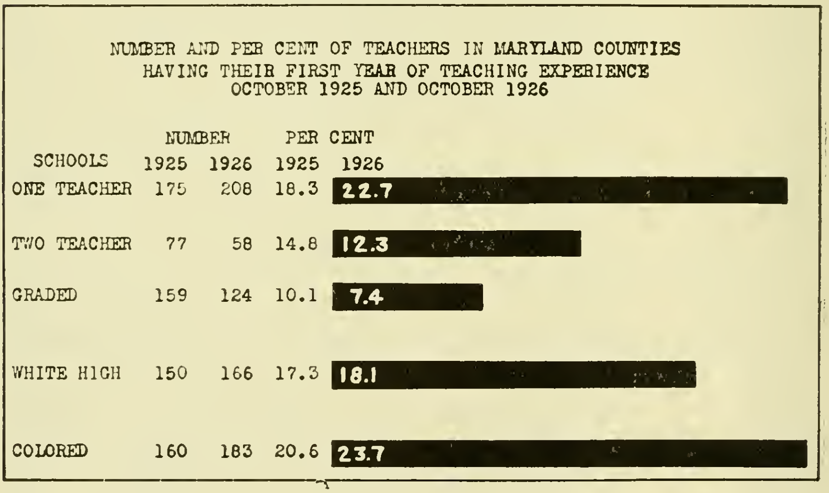
Less than one-fifth of the teaching staffs in the counties have had more than 15 years' experience. Talbot, Somerset, Cecil, Frederick, Kent and Allegany have relatively more older teachers than most of the counties, and Garrett, Montgomery, Caroline, Harford and Prince George's have less. The enactment of the new teachers' retirement law will permit some of the older teachers who have given 35 years of service to retire, thus reducing the proportion in the highest experience group.

Inexperienced Teachers Employed

A rough measure of teacher turnover may be obtained from the per cent of inexperienced teachers who are employed. Such a measure, however, leaves out of account teachers of experience who come from other States or experienced Maryland teachers who, after having left the service, return to teaching positions. Such a measure also does not take into consideration the additional positions due to increased enrollment which must be filled in the counties with a growing population.

In elementary schools the number of teachers with no experience employed in October, 1926, was smaller than in the past two years. In one-teacher, high, and colored schools the number and per cent of inexperienced teachers in service were higher than in either of the past two years, but in two-teacher and graded schools, they were lower. (See Chart 27.)

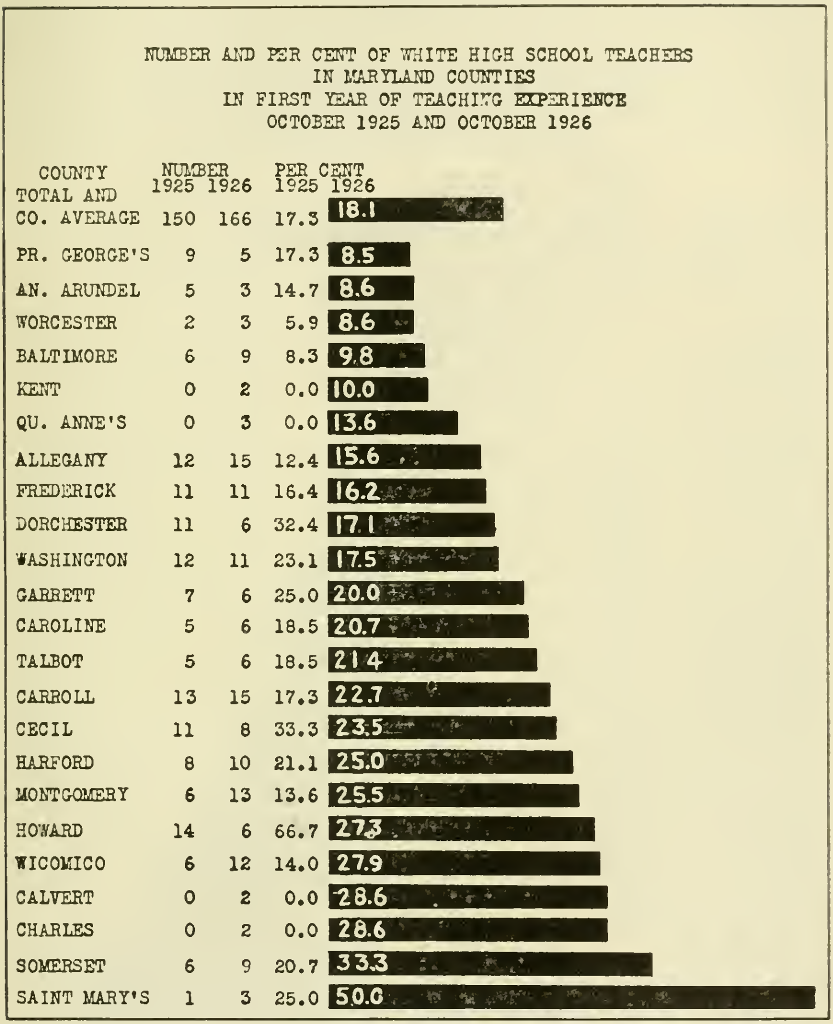
CHART 27



Inexperienced Teachers in White Schools

The number and per cent of high school teachers in each county having their first year of teaching experience is shown in Chart 28. The per cent varies from a minimum of 8.5 in Prince George's and 8.6 in Anne Arundel and Worcester to 33.3 per cent in Somerset and 50 per cent in St. Mary's, the average for the counties being 18.1 per cent. There were 166 new teachers. One of the important problems of the high school supervisors was to give help needed by these beginning teachers. (See Chart 28.)

CHART 28

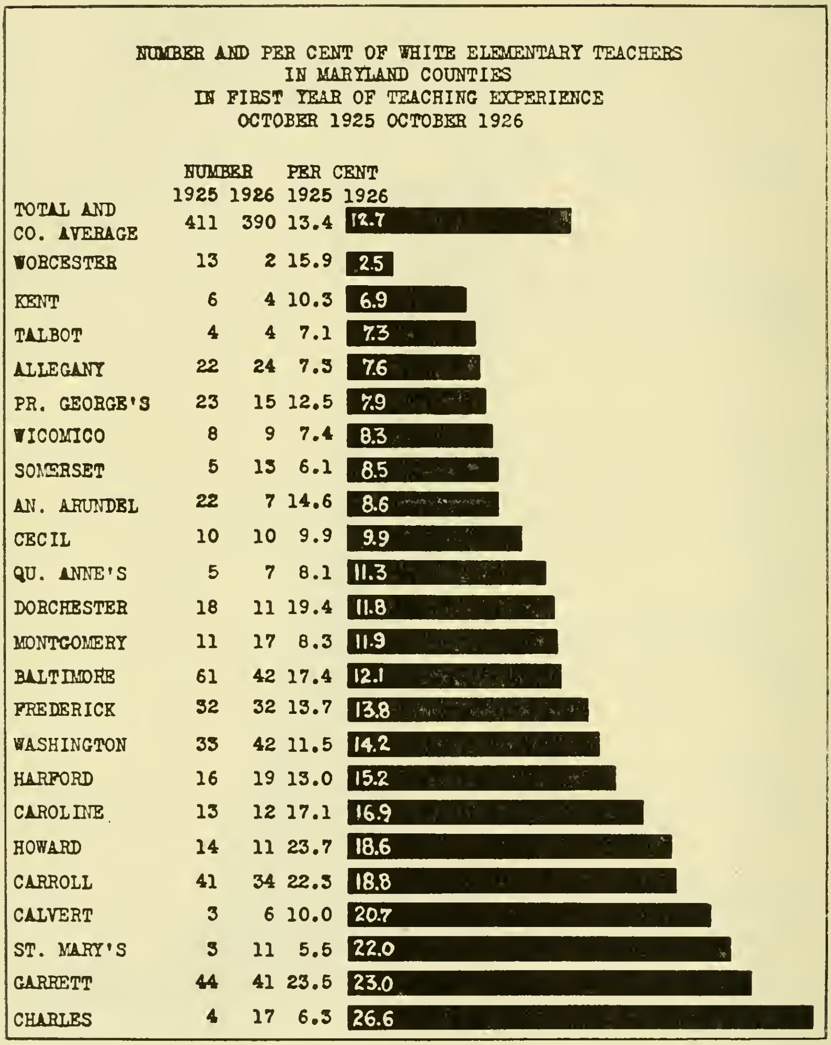


NUMBER AND PER CENT OF WHITE HIGH SCHOOL TEACHERS
IN MARYLAND COUNTIES
IN FIRST YEAR OF TEACHING EXPERIENCE
OCTOBER 1925 AND OCTOBER 1926

COUNTY	NUMBER		PER CENT	
	1925	1926	1925	1926
TOTAL AND CO. AVERAGE	150	166	17.3	18.1
PR. GEORGE'S	9	5	17.3	8.5
AN. ARUNDEL	5	3	14.7	8.6
WORCESTER	2	3	5.9	8.6
BALTIMORE	6	9	8.3	9.8
KENT	0	2	0.0	10.0
QU. ANNE'S	0	3	0.0	13.6
ALLEGANY	12	15	12.4	15.6
FREDERICK	11	11	16.4	16.2
DORCHESTER	11	6	32.4	17.1
WASHINGTON	12	11	23.1	17.5
GARRETT	7	6	25.0	20.0
CAROLINE	5	6	18.5	20.7
TALBOT	5	6	18.5	21.4
CARROLL	13	15	17.3	22.7
CECIL	11	8	33.3	23.5
HARFORD	8	10	21.1	25.0
MONTGOMERY	6	13	13.6	25.5
HOWARD	14	6	66.7	27.3
WICOMICO	6	12	14.0	27.9
CALVERT	0	2	0.0	28.6
CHARLES	0	2	0.0	28.6
SOMERSET	6	9	20.7	33.3
SAINT MARY'S	1	3	25.0	50.0

There were 390 beginning teachers in the county white elementary schools, one-eighth of the entire teaching staff. The proportion of inexperienced teachers varies, of course, with the county, Worcester having only 2 beginners, 2.5 per cent of the entire group, while Charles had 17 new teachers or 26.6 per cent of the entire teaching staff. (See Chart 29.)

CHART 29



NUMBER AND PER CENT OF WHITE ELEMENTARY TEACHERS
IN MARYLAND COUNTIES
IN FIRST YEAR OF TEACHING EXPERIENCE
OCTOBER 1925 OCTOBER 1926

	NUMBER		PER CENT	
	1925	1926	1925	1926
TOTAL AND CO. AVERAGE	411	390	13.4	12.7
WORCESTER	13	2	15.9	2.5
KENT	6	4	10.3	6.9
TALBOT	4	4	7.1	7.3
ALLEGANY	22	24	7.3	7.6
PR. GEORGE'S	23	15	12.5	7.9
WICOMICO	8	9	7.4	8.3
SOMERSET	5	13	6.1	8.5
AN. ARUNDEL	22	7	14.6	8.6
CECIL	10	10	9.9	9.9
QU. ANNE'S	5	7	8.1	11.3
DORCHESTER	18	11	19.4	11.8
MONTGOMERY	11	17	8.3	11.9
BALTIMORE	61	42	17.4	12.1
FREDERICK	32	32	13.7	13.8
WASHINGTON	33	42	11.5	14.2
HARFORD	16	19	13.0	15.2
CAROLINE	13	12	17.1	16.9
HOWARD	14	11	23.7	18.6
CARROLL	41	34	22.3	18.8
CALVERT	3	6	10.0	20.7
ST. MARY'S	3	11	5.5	22.0
GARRETT	44	41	23.5	23.0
CHARLES	4	17	6.3	26.6

Similar conditions in the rural and graded schools are shown in Table 72. More beginners are needed in the one teacher than in the larger schools because, in many cases, teachers who have had experience in the one-teacher schools seek appointment in graded schools whenever vacancies occur. Charles, Allegany and

Caroline Counties have inexperienced teachers in over one-third of their one room schools. Garrett, Carroll, Harford, Washington and Frederick have large numbers of beginners in one teacher schools.

Frederick County had 11 beginners in two teacher schools, and Baltimore and Washington Counties had 33 and 22, respectively, in graded schools. (See Table 72.)

TABLE 72

NUMBER AND PER CENT OF WHITE TEACHERS IN MARYLAND COUNTIES HAVING THEIR FIRST YEAR OF TEACHING EXPERIENCE, OCTOBER, 1926

	One Teacher Schools			Two Teacher Schools			Graded Schools	
County	No.	Per Cent	County	No.	Per Cent	County	No.	Per Cent
Total and Average	208	22.7	Total and Average	58	12.3	Total and Average	124	7.4
Anne Arundel	1	4.8	Allegany	0	0	Worcester	0	0
Prince George's	2	6.5	Calvert	0	0	Kent	0	0
Worcester	2	7.1	Caroline	0	0	Wicomico	1	1.8
Somerset	2	10.5	Kent	0	0	Allegany	5	2.0
Montgomery	3	11.1	Queen Anne's	0	0	Caroline	1	2.6
Dorchester	5	14.7	Worcester	0	0	Talbot	1	2.9
Talbot	2	15.4	Baltimore	2	4.3	Queen Anne's	1	4.2
Cecil	7	15.9	Carroll	1	4.5	Howard	1	4.3
Wicomico	7	17.5	Somerset	1	4.5	Dorchester	2	4.4
Kent	4	19.0	Cecil	1	5.6	Frederick	5	4.5
Calvert	4	19.0	Garrett	2	7.7	Cecil	2	5.1
Baltimore	7	20.0	Wicomico	1	8.3	Harford	3	5.9
Washington	14	20.6	Talbot	1	12.5	Prince George's	9	6.9
Frederick	16	21.1	Harford	4	13.3	Anne Arundel	9	8.3
Queen Anne's	6	21.4	Anne Arundel	3	13.6	Somerset	4	9.8
St. Mary's	7	21.9	Prince George's	4	14.3	Montgomery	9	11.0
Howard	6	25.0	Montgomery	5	14.7	Garrett	3	11.1
Harford	12	27.3	Washington	6	17.6	Washington	22	11.3
Garrett	36	28.8	St. Mary's	4	22.2	Carroll	9	11.8
Carroll	24	28.9	Frederick	11	23.9	Baltimore	33	12.4
Charles	11	32.4	Charles	4	25.0	Charles	2	14.3
Allegany	19	45.2	Dorchester	4	28.6	Calvert	2	50.0
Caroline	11	45.8	Howard	4	33.3			

Problems of Beginning Teachers

The following excerpts from reports of county supervising teachers indicate methods of dealing with problems which the beginning teachers present:

> "The grammar grade group of teachers which numbered 121 teachers, included 35 who were either beginners or new to the system. This large number of new teachers scattered over the suburban section of the county, necessitated a more systematic plan for visiting the teachers than had formerly been used. After the first visit, they were grouped as:
>
> (1) Teachers weak in discipline in need of immediate attention.
>
> (2) Teachers weak in methods but able to hold class.

"The plan was to visit the first group every two weeks, so as to get them straightened out before bad habits of the children became too strong. While some teachers were saved by this plan, it did not work out as well as I had hoped, because of the necessity of planning my visits so as to travel with the primary helping teacher, and also because of the geographical situation of the schools. Much of the routine work in the classroom of the new teachers moved along smoothly which was due, I believe, to a careful planning for the first day of school which I discussed with the teachers during the teachers' institute, preceding the opening of school.

"During the first two months of school I taught for nearly every new teacher, for the purpose of showing the one group how to handle the class and for the purpose of giving the other group a definite plan or procedure for lessons in reading, writing, literature, etc. In schools where there were several new teachers I saved time by calling the teachers at noon and discussing their work. Our new teachers are trained to think through the work from an impersonal viewpoint. This facilitates the supervisor's work and incidentally strengthens the teachers involved.

"Beginning teachers always express a need for more detailed subject matter than is found in the course of study, so in answer to the call, with the aid of several experienced teachers, material was compiled on (1) South America for the fourth grade, (2) Conservation—The Game Department, for the seventh grade, and (3) Department of Health in Baltimore County for the sixth grade."*

"Special visiting days were provided for the beginning teachers. The supervising teacher was present during the various lessons observed and held a detailed analysis of the procedures afterward, showing parts that might be applied and those parts that might have to be avoided. The teachers were always given a guide for observation so that the important things might be noted, and also a definite summary of workable helps, which would, in turn, be sought in further visits to their respective classrooms. The features noted were the habits of the children and teacher; evidences of planning; appearance of the room; devices used; illustrative material used and where and how secured; seatwork results; assignments; questions of teacher and children; and attention to individual weaknesses and strengths."**

The following outline of ways in which the supervisor helps teachers applies not only to the beginning teacher but to those of experience.

"Each classroom naturally has its own problems. These individual needs must be met at any and all visits but always in the supervisor's mind are those things which she wishes to follow up as the result of group and conference work. From this viewpoint there are listed five types of classroom visits.

"The Initial Visit:

1. Course of study adjustments.
2. Proper books for primary grades.
3. Proper books for grammar grades according to the groups in two-room schools.
4. Supplies to be ordered O.K.'d.
5. Problems of organization and classification.
6. Daily program.

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* Adapted from report of Nellie Gray, Baltimore County.

** Adapted from report of Ruth Parker, Anne Arundel County.

"The Visits Following Up Objectives:

1. Effective Environment:
   Help given on objectives chosen by teacher either on artistic or social side.
2. Effective Teaching:
   a. Lesson plan (subject chosen by teacher).
   b. Method of one class observed and analyzed with teacher under these heads.
      (1.) Type of lesson.
      (2.) Questions.
      (3.) Response of Pupils.
      (4.) Assignment.
      (5.) Class management.
   c. Lesson taught usually at request of teacher.
3. Effective Use of Materials:
   a. Posted in school and being used:
      (1.) Daily program.
      (2.) Good alphabet form, teacher's name, name of school.
      (3.) Class posters to show progressive accomplishment.
      Songs We Sing.
      Books We Have Read.
      Pictures We Like.
      Poems We Know.
      Games We Play.
      (4.) Individual Posters.
      Books I Have Read.
      (5.) Correct form of 3 common errors of speech.
      (6.) Number Chart (1—100) Grade 1.
      (7.) Reading chart of individual difficulties.
      (8.) Standards in reading.
   b. Sandtable.
   c. Seatwork and board assignments.
4. Effective Professional Growth:
   Books and articles suggested to help teacher meet any of the above problems. Note: Not all these were used in one visit but different parts at various visits were kept in mind and applied as the occasion demanded.

"The Visit Following the Demonstration Lesson:

1. Tests given analyzed with teachers and suggestions given as to remedial work and teaching of special groups.
2. To obtain more fluent oral reading and better rate in silent reading.

Special stress was laid upon *rapid* recognition of vocabulary and phrases of varying lengths.

"The Visit Looking Forward to Promotions:

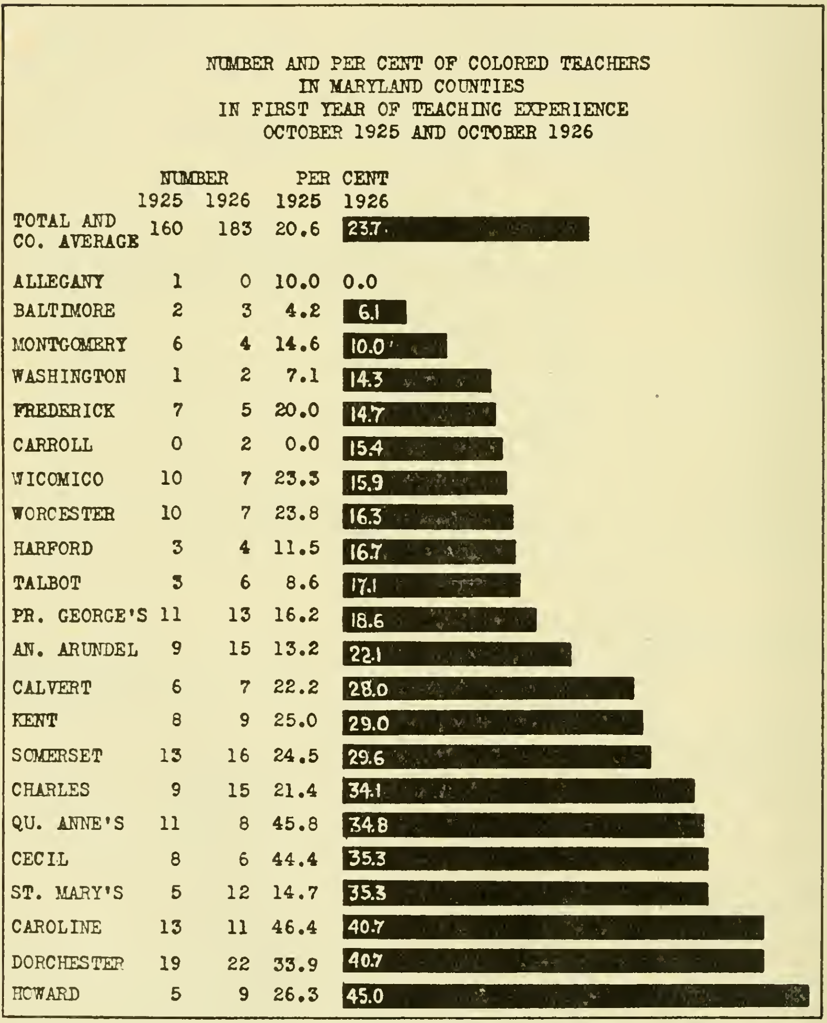
1. Analysis of class progress.
2. Those *sure* of promotion to be given enriched work and independent work to develop responsibility.
3. Those in danger of failure to be given special help along their line of weakness.

"The Visit Dealing With Promotions:

1. Promotions made upon ability of pupils.
2. Promotions made upon what the child will be able to do next year.
3. The misfit child placed socially in his group and special help given.

"The teacher often needs help in deciding individual cases coming under 2 and 3."*

CHART 30



NUMBER AND PER CENT OF COLORED TEACHERS
IN MARYLAND COUNTIES
IN FIRST YEAR OF TEACHING EXPERIENCE
OCTOBER 1925 AND OCTOBER 1926

	NUMBER		PER CENT	
	1925	1926	1925	1926
TOTAL AND CO. AVERAGE	160	183	20.6	23.7
ALLEGANY	1	0	10.0	0.0
BALTIMORE	2	3	4.2	6.1
MONTGOMERY	6	4	14.6	10.0
WASHINGTON	1	2	7.1	14.3
FREDERICK	7	5	20.0	14.7
CARROLL	0	2	0.0	15.4
WICOMICO	10	7	23.3	15.9
WORCESTER	10	7	23.8	16.3
HARFORD	3	4	11.5	16.7
TALBOT	3	6	8.6	17.1
PR. GEORGE'S	11	13	16.2	18.6
AN. ARUNDEL	9	15	13.2	22.1
CALVERT	6	7	22.2	28.0
KENT	8	9	25.0	29.0
SOMERSET	13	16	24.5	29.6
CHARLES	9	15	21.4	34.1
QU. ANNE'S	11	8	45.8	34.8
CECIL	8	6	44.4	35.3
ST. MARY'S	5	12	14.7	35.3
CAROLINE	13	11	46.4	40.7
DORCHESTER	19	22	33.9	40.7
HOWARD	5	9	26.3	45.0

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* From report to State Superintendent of Hulda Brust, Montgomery County.

In colored schools 183 inexperienced teachers included 23.7 per cent of the county colored teachers. There were none in Allegany County, but Caroline and Dorchester had 41 per cent and Howard had 45 per cent of their colored teachers who were beginners. The proportion of beginners is higher in colored schools than in the white schools perhaps because the lack of sufficient graduates from our Maryland normal school makes it necessary to employ many who have their homes and interests outside of this State. They have no ties to bind them to Maryland which means a shifting in the teaching staff every year. The increase in four year graduates from the county high schools and the further development of the normal school work at Bowie will help this situation. (See Chart 30.)

SUBSTITUTE SERVICE

In the school year ending in July, 1926, there were 14,630 days of substitute service for 1,574 teachers who were absent from white elementary schools. This included 51 per cent of the teachers who were absent on the average 9 days. Only one-third of the teachers in one teacher schools had substitutes probably because of the difficulty of securing them in the rural sections.

TABLE 73

SUBSTITUTE SERVICE IN YEAR ENDING JULY 31, 1926.

Type of School	Total Teachers	Number Having Substitute Service	Per Cent Having Substitute Service	Approximate Total Days of Substitute Service	Average Number of Days of Substitute Service
One Teacher	951	318	33.4	3,350	10.5
Two Teacher	511	239	46.8	2,145	9.0
Graded	1,605	1,017	63.4	9,135	9.0
All Elementary	3,067	1,574	51.3	14,630	9.3
White High	865	231	26.7	2,175	9.4
Colored Elementary	728	161	22.1	1,705	10.6
Colored High	45	3	6.7	65	21.7

Substitute service for absent high school teachers was probably even more troublesome to secure, as only one-fourth of the high school teachers had substitute service when absent. One-fifth of the colored teachers had substitute service when they were absent. (See Table 73.)

PROPORTION OF MEN TEACHERS DECREASING

The number of men teaching in white high schools has been increasing each year but the increase has not been in proportion to the increase in teaching positions. The per cent of men high school teachers has decreased slightly each year so that in 1926 they included 303 or 35 per cent of the high school teaching staff.

In white elementary and colored schools both the number and per cent of men teachers is steadily decreasing. In 1926 the counties employed 224 men or 7.3 per cent of the teaching staff in white elementary schools. These are lower than comparable figures for 1923—287 men comprising 9.4 per cent of the teaching staff. In 1926 in colored schools 108 or 14 per cent of the teaching staff were men. In 1923 the corresponding number and percentage were 135 and 18.3 per cent. (See Table 74.)

TABLE 74

Type of School	No. of Teachers 1926	Men Teaching							
		Number				Per Cent			
		1923	1924	1925	1926	1923	1924	1925	1926
White High	865	253	271	283	303	36.9	36.2	35.1	35.0
White Elemen..	3,067	287	253	233	224	9.4	8.3	7.6	7.3
Colored....	773	135	129	126	108	18.3	16.9	16.5	14.0

AVERAGE NUMBER BELONGING PER TEACHER

There is no more important question in school organization and administration than the number of teachers to be assigned to schools having varying enrollments of pupils. In order that the practice of Maryland county high schools may be available, Table 75 shows the number of white high schools of the first, second and third groups and colored high schools having varying numbers of pupils and teachers.

The first column in Table 75 indicates that there were 9 two teacher first group white high schools with a maximum average number belonging of 50; the second column shows that there were 19 first group high schools with three teachers in which the average number belonging varied from 40 or less to from 76 to 100. The number in italics represents the number of teachers for whom State aid is allowed for the number belonging at the left. Schools which fall to the left of the figures in italics have fewer teachers than the number to which they are entitled under the existing law. Schools to the right of the figures in italics have more teachers than the number for which they are entitled to receive State aid. In some cases, the extra teachers are instructors of vocational agriculture and vocational home economics, whose salaries are paid partly through aid from federal funds and partly from the State Vocational Fund.

The legislature of 1927 is being asked to amend the law regarding provision for high school teachers, eliminating so-called second group schools, reclassifying existing third group schools as second group and changing somewhat the pupil-teacher ratio in first group schools.

The median first group county high school has 5.2 teachers and 92.5 pupils belonging on the average. One-half of the first group high schools have from two to five teachers. (See Table 75.)

SIZE OF CLASS IN WHITE COUNTY HIGH SCHOOLS

Chart 31 shows that the average number belonging per teacher in white high schools is 20.3, varying from 27.6 pupils in Charles to 13.8 pupils in Carroll. Carroll decreased the pupil-teacher ratio by provision of special teachers in music, manual training, agriculture and home economics, for all of the high schools. Calvert had a considerable decrease under 1925 in the number belonging per teacher. Kent, Howard, Worcester, Garrett, Dorchester, Harford, Anne Arundel, Baltimore and Caroline increased the number of pupils per high school teacher by one or more, Kent and Howard making the greatest increases over 1925.

TABLE 75

RELATION OF TEACHING STAFF IN HIGH SCHOOLS AND SIZE OF ENROLLMENT FOR YEAR ENDING JULY 31, 1926.

Average Number Belonging	FIRST GROUP APPROVED WHITE HIGH SCHOOLS																					Total No. Schools
	Number of Teachers																					
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22 +	
40 or less	*5*	*4*	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	9
41- 50	*4*	*11*	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	16
51- 75	..	3	*18*	7	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	29
76-100	..	1	9	*8*	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	20
101-125	..	..	2	2	*2*	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	8
126-150	..	..	..	..	3	*5*	1	..	..	..	..	..	..	..	..	..	..	..	..	..	....	9
151-175	..	..	..	..	1	..	*2*	1	1	1	..	..	..	..	..	..	..	..	..	..	....	6
176-200	..	..	..	..	..	1	1	*1*	1	..	..	..	..	..	..	..	..	..	..	..	....	4
201-225	..	..	..	..	..	..	..	..	*2*	..	..	..	..	..	..	..	..	..	..	..	....	2
226-250	..	..	..	..	..	..	..	..	1	*1*	..	..	..	..	..	..	..	..	..	..	....	2
251-275	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	....	1
276-300	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	0
301-325	..	..	..	..	..	..	..	..	..	1	..	..	..	..	1	..	..	..	..	..	....	2
326-350	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	0
351-375	..	..	..	..	..	..	..	..	..	..	..	1	..	1	..	..	1	..	..	..	....	3
376-400	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	....	1
401-425	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	0
426-450	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	0
451-475	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	*1*	..	....	1
476-500	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	1	..	..	....	2
Over 500	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	3	5
Total	9	19	29	18	7	10	4	3	5	3	0	2	0	1	2	0	1	1	1	2	3	120

Average Number Belonging Per Teacher	WHITE SCHOOLS							COLORED SCHOOLS								
	SECOND GROUP Number of Teachers				THIRD GROUP Number of Teachers			FIRST GROUP Teachers			SECOND GROUP Teachers			THIRD GROUP Teachers		
	2	3	4	Total	1	†2	Total	4	5	Total	2	3	Total	1	2	Total
																2
1-15	....	....	...	0	3	.....	3	..	..	0	...	...	0	2	..	....
16-25	1	2	...	3	*9*	2	11	..	..	0	...	...	0	1	..	1
26-40	*9*	....	...	9	2	.....	2	1	..	1	2	...	2	1	..	1
41-50	1	....	...	1	.....	.....	0	2	..	2	...	...	0	..	..	....
51-75	1	....	...	1	.	1	1	2	..	2	...	1	1	..	..	....
76 or over	....	....	2	2	.....	†1	1	2	1	3	...	1	1	..	..	....
Total	12	2	2	16	14	4	18	7	1	8	2	2	4	*4	..	*4

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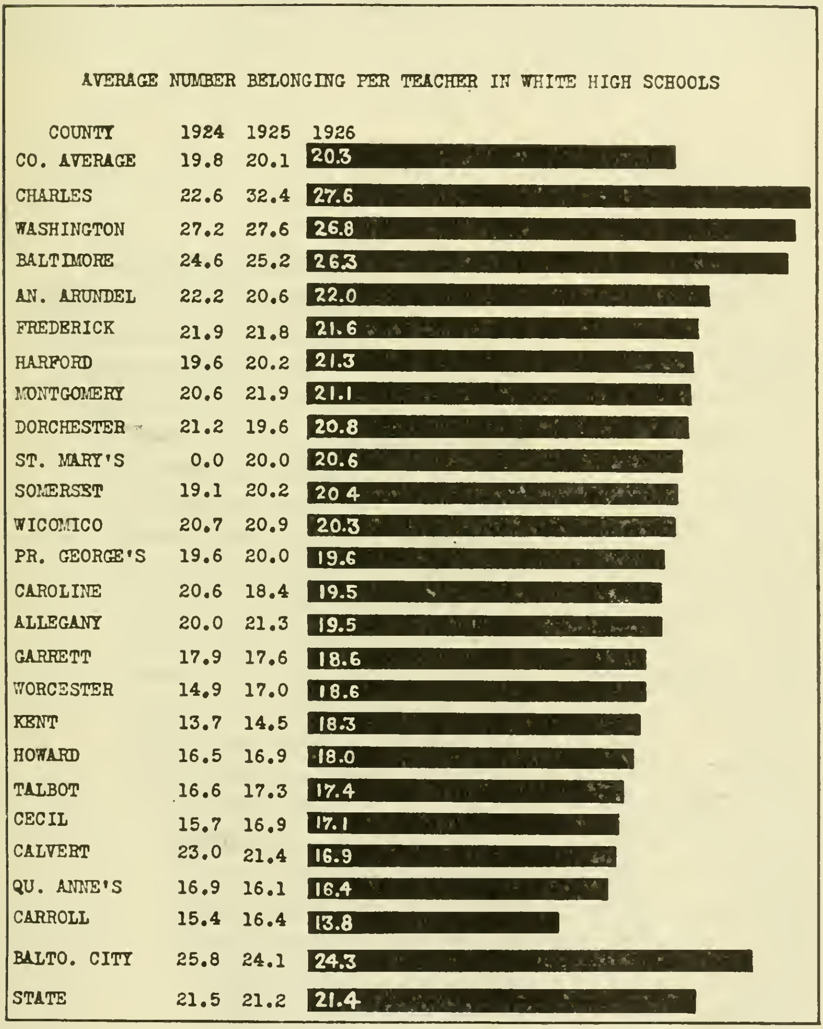
†Includes Pennsylvania Avenue, Allegany County, 154 belonging and 7 Teachers. *Excludes two schools which did not receive aid in Washington and Worcester counties.

CHART 31



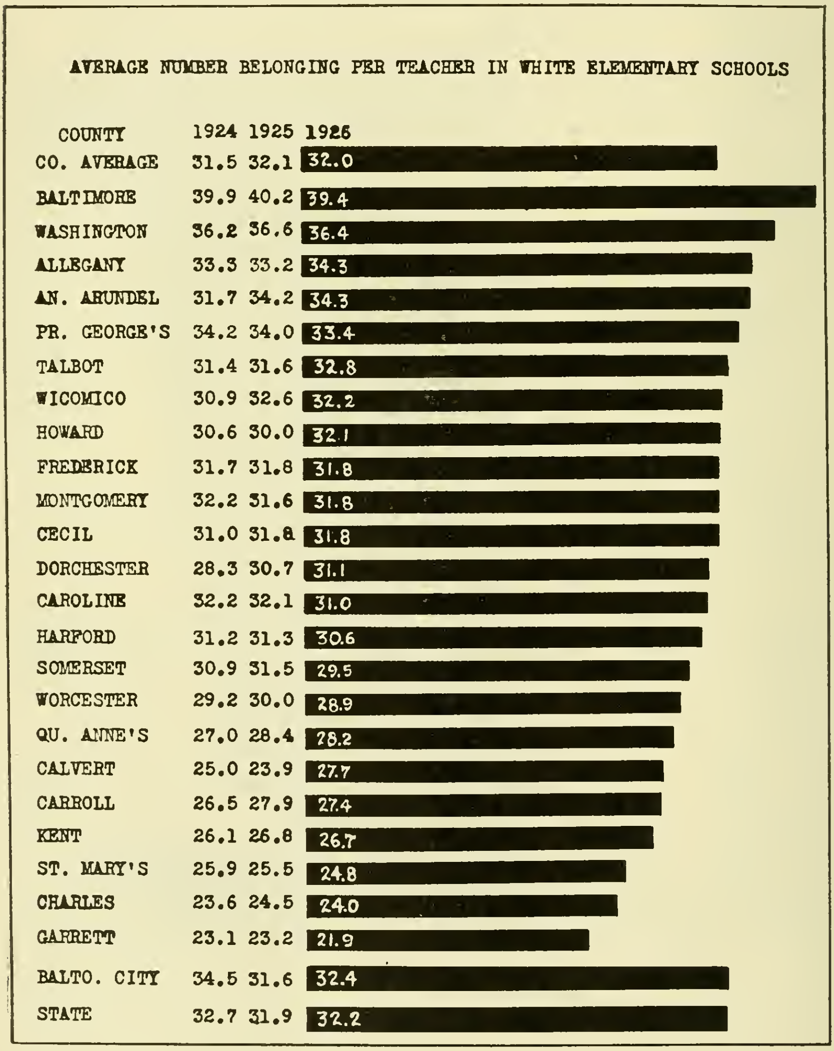
AVERAGE NUMBER BELONGING PER TEACHER IN WHITE HIGH SCHOOLS

COUNTY	1924	1925	1926
CO. AVERAGE	19.8	20.1	20.3
CHARLES	22.6	32.4	27.6
WASHINGTON	27.2	27.6	26.8
BALTIMORE	24.6	25.2	26.3
AN. ARUNDEL	22.2	20.6	22.0
FREDERICK	21.9	21.8	21.6
HARFORD	19.6	20.2	21.3
MONTGOMERY	20.6	21.9	21.1
DORCHESTER	21.2	19.6	20.8
ST. MARY'S	0.0	20.0	20.6
SOMERSET	19.1	20.2	20.4
WICOMICO	20.7	20.9	20.3
PR. GEORGE'S	19.6	20.0	19.6
CAROLINE	20.6	18.4	19.5
ALLEGANY	20.0	21.3	19.5
GARRETT	17.9	17.6	18.6
WORCESTER	14.9	17.0	18.6
KENT	13.7	14.5	18.3
HOWARD	16.5	16.9	18.0
TALBOT	16.6	17.3	17.4
CECIL	15.7	16.9	17.1
CALVERT	23.0	21.4	16.9
QU. ANNE'S	16.9	16.1	16.4
CARROLL	15.4	16.4	13.8
BALTO. CITY	25.8	24.1	24.3
STATE	21.5	21.2	21.4

SIZE OF WHITE ELEMENTARY SCHOOL CLASSES

In county white elementary schools there was a teacher for each 32 pupils belonging on the average. Baltimore led the counties with 39.4 pupils for each white elementary teacher and Garrett was lowest with 21.9 pupils. Calvert, Howard, Talbot and Allegany increased the pupils per teacher by one or more

CHART 32



pupils, Calvert increasing the ratio by nearly 4 pupils through consolidation of schoools at Solomon's. Somerset, Worcester, Garrett and Caroline decreased the number of pupils per white elementary teacher by at least one pupil under the number in 1925. The first three of the counties together with Kent and Carroll employed teachers in excess of the number required by Section 47 of the State school law. (See Chart 32.)

TABLE 76

AVERAGE NUMBER OF PUPILS BELONGING PER TEACHER IN WHITE ELEMENTARY SCHOOLS FOR YEAR ENDING JULY 31, 1926

County	Having One Teacher	County	Having Two Teachers	County	Having Three or More Teachers
County Average	24.3	County Average	29.5	County Average	37.6
Baltimore	31.6	Baltimore	34.5	Baltimore	41.6
Montgomery	29.0	Washington	31.9	Calvert	41.5
Wicomico	27.9	Frederick	31.6	Washington	41.1
Harford	27.0	Cecil	31.4	Howard	40.2
Howard	27.0	Queen Anne's	30.9	Cecil	39.1
Frederick	26.9	Harford	30.6	Dorchester	38.5
Talbot	26.6	Allegany	30.1	Anne Arundel	37.3
Calvert	26.4	Dorchester	29.6	Allegany	37.1
Washington	26.2	Anne Arundel	29.5	Prince George's	37.1
Caroline	26.0	St. Mary's	28.6	Somerset	37.0
Prince George's	25.7	Montgomery	28.3	Wicomico	36.6
Carroll	25.6	Carroll	28.2	Talbot	36.4
Cecil	25.5	Caroline	27.9	Frederick	36.2
Anne Arundel	24.0	Talbot	27.1	Caroline	35.5
Dorchester	23.4	Prince George's	27.0	Montgomery	35.1
St. Mary's	22.9	Howard	26.8	Harford	33.8
Worcester	22.8	Charles	26.6	Queen Anne's	33.7
Queen Anne's	22.6	Kent	26.5	Garrett	33.6
Somerset	22.4	Garrett	26.5	Worcester	33.3
Allegany	22.0	Wicomico	26.0	Kent	32.7
Charles	19.9	Worcester	25.3	St. Mary's	31.5
Kent	19.0	Somerset	24.1	Charles	31.2
Garrett	18.2	Calvert	21.3	Carroll	30.4

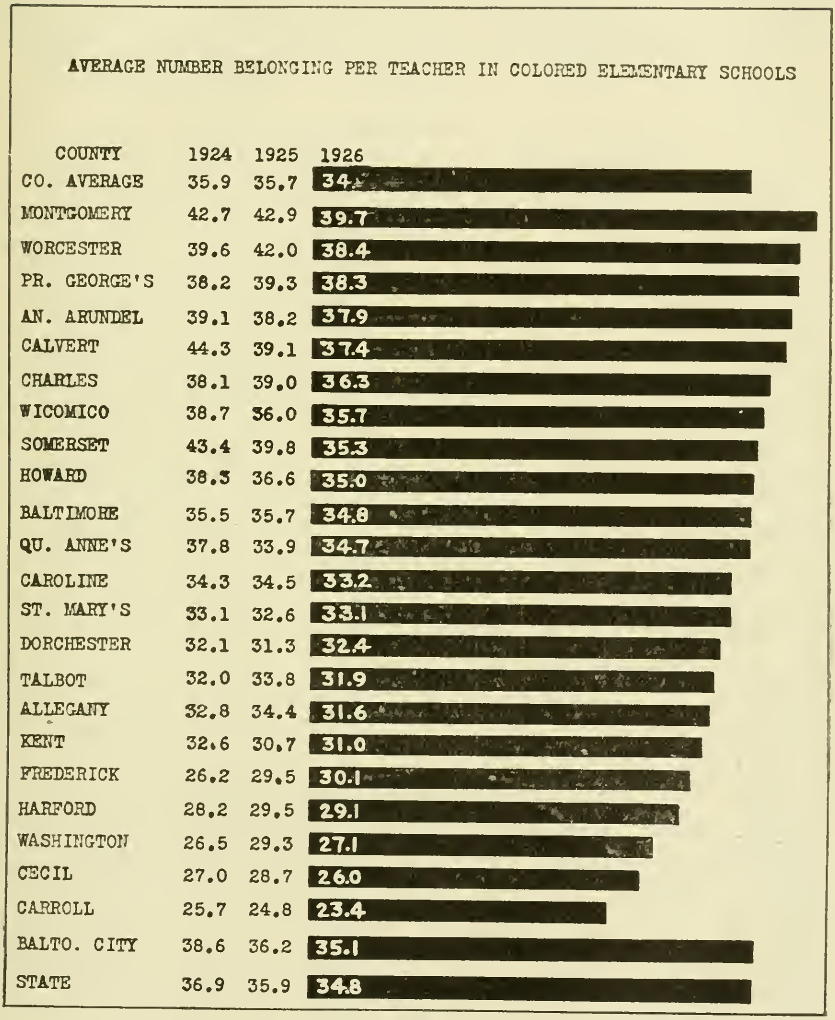
Table 76 shows the number belonging per teacher in the various types of white elementary schools. In one teacher schools the average per teacher was 24.3, in two teacher schools 29.5 and in graded schools 37.6 pupils per teacher. Baltimore County has the largest number of pupils per teacher in all three types of schools. The average in one teacher schools varies from 18.2 in Garrett to 31.6 pupils per teacher in Baltimore County. In two teacher schools Calvert is lowest with 21.3 pupils per teacher, and Baltimore highest with 34.5. The variation in graded schools is from 30.4 pupils in Carroll, which had a number of excess teachers, to 41.6 in Baltimore County. The enrollments in some of the two teacher schools of Calvert, Somerset and Worcester do not justify the employment of the second teacher. Several of the graded schools of Carroll, Kent and Worcester were undoubtedly staffed with teachers in excess of the number required. (See Table 76.)

In every county except Calvert, Howard, Montgomery and Wicomico the number of pupils per teacher was least in one-teacher schools and highest in graded schools. In the four exceptions, two-teacher schools had the smallest enrollment per teacher.

SIZE OF COLORED SCHOOL CLASSES

In 1926 there were on the average 34.6 colored elementary pupils belonging for each teacher, a reduction of 1.1 pupils under 1925. All of the counties showed reductions except Queen Anne's, St. Mary's, Dorchester, Kent and Frederick. Montgomery had the largest number per teacher—39.7,—while Carroll had the smallest—23.4. A number of the colored schools reported sufficient enrollment to justify the employment of additional teachers. These teachers were perhaps not provided because of the lack of classroom space in which to house additional classes. A check indicated the need of 8 additional teachers in Prince George's, 5 in Montgomery and Charles, 4 in Somerset, 3 in Worcester, 2 in Queen Anne's, and 1 in Anne Arundel and Howard over the number employed in 1925. This situation has been improving steadily, especially through the encouragement furnished by the Rosenwald Fund in the building of schoolhouses for colored pupils. (See Chart 33.)

CHART 33



The average number of pupils belonging per teacher in each county is given for all types of schools in Table 77.

TABLE 77

AVERAGE NUMBER OF PUPILS BELONGING PER TEACHER FOR YEAR ENDING JULY 31, 1926

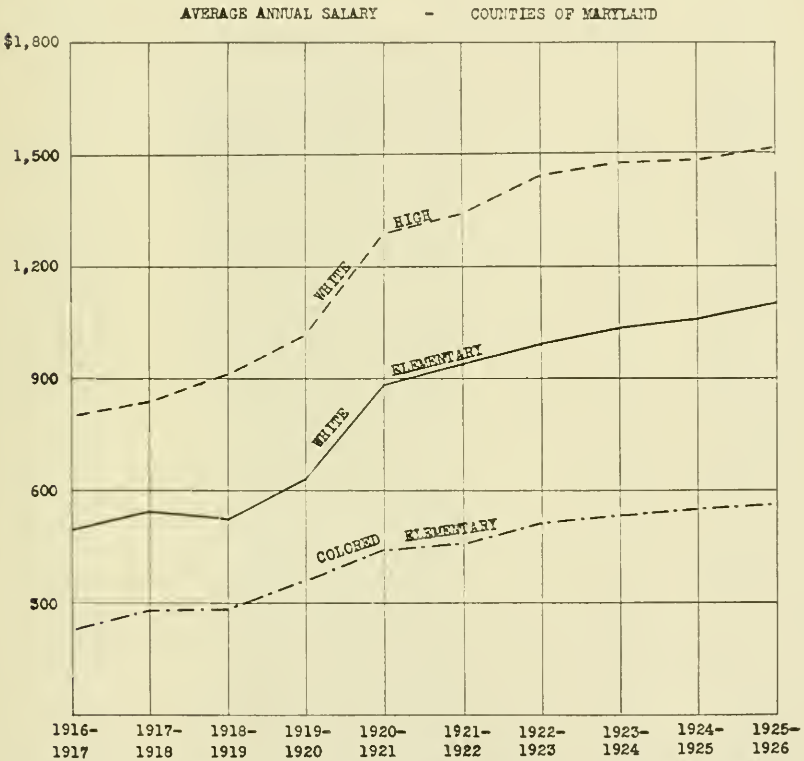
COUNTY	AVERAGE NUMBER BELONGING PER TEACHER							RANK IN AVERAGE NUMBER BELONGING PER TEACHER						
		White Elementary Schools				Colored Schools			White Elementary Schools				Colored Schools	
	White High Schools	One Teacher Schools	Two Teacher Schools	Graded Schools	All Elementary Schools	High Schools	Elementary Schools	White High Schools	One Teacher Schools	Two Teacher Schools	Graded Schools	All Elementary Schools	High Schools	Elementary Schools
Allegany	19.5	22.0	30.1	37.1	34.3	12.3	31.6	13	20	7	8	3	15	16
Anne Arundel	22.0	24.0	29.5	37.3	34.3	18.2	37.9	4	14	9	7	3	8	4
Baltimore	26.3	31.6	34.5	41.6	39.4	......	34.8	3	1	1	1	1	......	10
Calvert	16.9	26.4	21.3	41.5	27.7	......	37.4	21	8	23	2	18	......	5
Caroline	19.5	26.0	27.9	35.5	31.0	13.2	33.2	13	10	13	14	13	12	12
Carroll	13.8	25.6	28.2	30.4	27.4	20.0	23.4	23	12	12	23	19	5	22
Cecil	17.1	25.5	31.4	39.1	31.8	15.5	26.0	20	13	4	5	9	11	21
Charles	27.6	19.9	26.6	31.2	24.0	13.1	36.3	1	21	17	22	22	13	6
Dorchester	20.8	23.4	29.6	38.5	31.1	19.5	32.4	8	15	8	6	12	6	14
Frederick	21.6	26.9	31.6	36.2	31.8	27.2	30.1	5	6	3	13	9	2	18
Garrett	18.6	18.2	26.5	33.6	21.9	......	......	15	23	18	18	23	......	......
Harford	21.3	27.0	30.6	33.8	30.6	......	29.1	6	4	6	16	14	......	19
Howard	18.0	27.0	26.8	40.2	32.1	......	35.0	18	4	16	4	8	......	9
Kent	18.3	19.0	26.5	32.7	26.7	11.7	31.0	17	22	18	20	20	16	17
Montgomery	21.1	29.0	28.3	35.1	31.8	......	39.7	7	2	11	15	9	......	1
Prince George's	19.6	25.7	27.0	37.1	33.4	19.0	38.3	12	11	15	8	5	7	3
Queen Anne's	16.4	22.6	30.9	33.7	28.2	12.5	34.7	22	18	5	17	17	14	11
St. Mary's	20.6	22.9	28.6	31.5	24.8	......	33.1	9	16	10	21	21	......	13
Somerset	20.4	22.4	24.1	37.0	29.5	29.0	35.3	10	19	22	10	15	1	8
Talbot	17.4	26.6	27.1	36.4	32.8	17.3	31.9	19	7	14	12	6	10	15
Washington	26.8	26.2	31.9	41.1	36.4	18.0	27.1	2	9	2	3	2	9	20
Wicomico	20.3	27.9	26.0	36.6	32.2	26.8	35.7	11	3	20	11	7	3	7
Worcester	18.6	22.8	25.3	33.3	28.9	25.0	38.4	15	17	21	19	16	4	2
Average County	20.3	24.3	29.5	37.6	32.0	19.0	34.6	......	......	......	......	......	......	......
Baltimore City	24.3	......	......	......	*32.4	25.6	**35.1	......	......	......	......	......	......	......
State	21.4	......	......	......	32.2	22.2	34.8	......	......	......	......	......	......	......

* Includes elementary 33.8, junior high 28.3, and vocational 13.0.
** Includes elementary 37.0, junior high 27.7, and vocational 14.2.

SALARIES OF TEACHERS

The salaries of county teachers increased slightly for 1926 over 1925, those in white high schools having $32 more, in white elementary schools $46 more, and those in colored elementary schools $17 more than in 1925. The average salary paid white high school teachers and principals was $1,517, white elementary school teachers $1,103 and colored elementary teachers $563. (See Chart 34.)

CHART 34

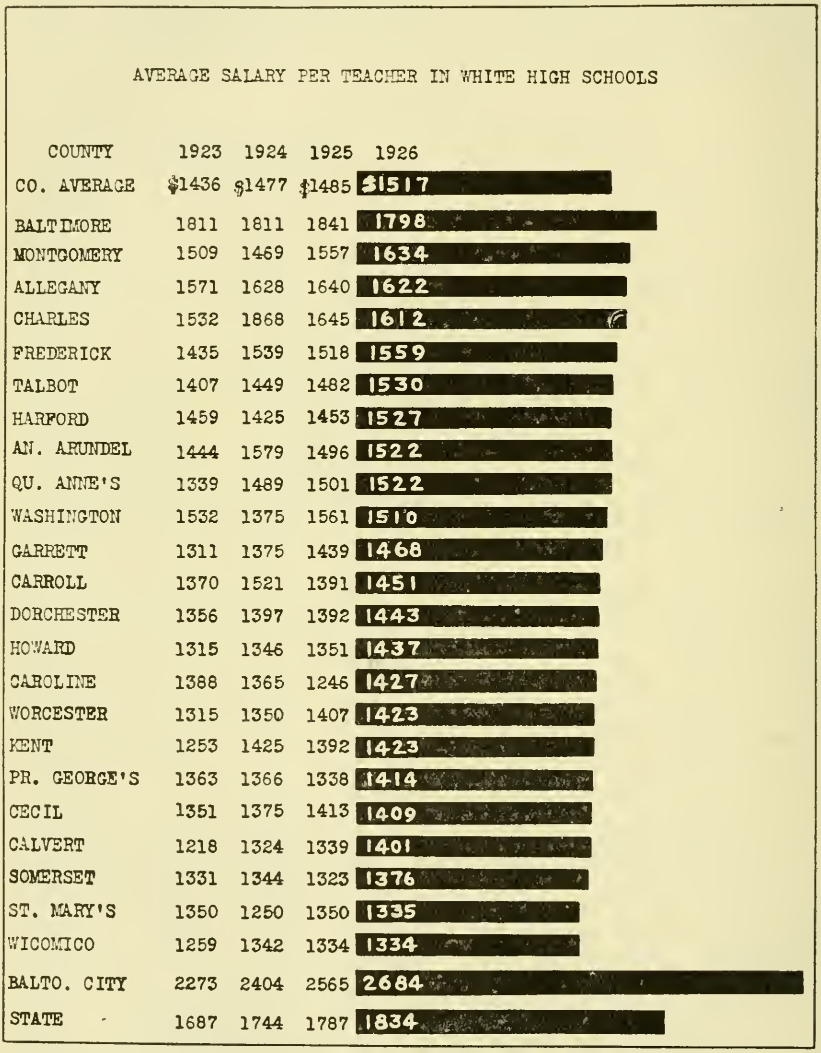


	1916-1917	1917-1918	1918-1919	1919-1920	1920-1921	1921-1922	1922-1923	1923-1924	1924-1925	1925-1926
WH. H.	$798	$841	$908	$1017	$1289	$1345	$1436	$1477	$1485	$1517
WH. EL.	491	542	521	631	881	937	990	1030	1057	1103
COL. EL.	228	279	283	359	442	455	513	532	546	563

SALARIES OF WHITE HIGH SCHOOL TEACHERS

Except in Baltimore, Allegany, Charles, Washington, Cecil, St. Mary's and Wicomico Counties, the average salary of high school teachers and principals increased for 1926 over 1925 in the various counties. The increases varied from $16 to $181, Caroline showing the greatest increase. Wicomico County was lowest, with an average salary of $1,334, and Baltimore highest, with $1,798. (See Chart 35.)

CHART 35



AVERAGE SALARY PER TEACHER IN WHITE HIGH SCHOOLS

COUNTY	1923	1924	1925	1926
CO. AVERAGE	$1436	$1477	$1485	$1517
BALTIMORE	1811	1811	1841	1798
MONTGOMERY	1509	1469	1557	1634
ALLEGANY	1571	1628	1640	1622
CHARLES	1532	1868	1645	1612
FREDERICK	1435	1539	1518	1559
TALBOT	1407	1449	1482	1530
HARFORD	1459	1425	1453	1527
AN. ARUNDEL	1444	1579	1496	1522
QU. ANNE'S	1339	1489	1501	1522
WASHINGTON	1532	1375	1561	1510
GARRETT	1311	1375	1439	1468
CARROLL	1370	1521	1391	1451
DORCHESTER	1356	1397	1392	1443
HOWARD	1315	1346	1351	1437
CAROLINE	1388	1365	1246	1427
WORCESTER	1315	1350	1407	1423
KENT	1253	1425	1392	1423
PR. GEORGE'S	1363	1366	1338	1414
CECIL	1351	1375	1413	1409
CALVERT	1218	1324	1339	1401
SOMERSET	1331	1344	1323	1376
ST. MARY'S	1350	1250	1350	1335
WICOMICO	1259	1342	1334	1334
BALTO. CITY	2273	2404	2565	2684
STATE	1687	1744	1787	1834

In order that the range of salaries in the various counties may be available, the number in each county receiving each salary in October, 1925, is shown for high school teachers in Table 79 and for principals in Table 80. It will be seen in Table 79

TABLE 79

DISTRIBUTION OF ANNUAL SALARIES OF HIGH SCHOOL TEACHERS, EXCLUDING PRINCIPALS, IN SERVICE IN MARYLAND COUNTIES, OCTOBER, 1925

Salary	NUMBER OF TEACHERS RECEIVING THE FOLLOWING SALARIES IN																							
	Allegany	Anne Arundel	Baltimore	Calvert	Caroline	Carroll	Cecil	Charles	Dorchester	Frederick	Garrett	Harford	Howard	Kent	Montgomery	Prince George's	Queen Anne's	St. Mary's	Somerset	Talbot	Washington	Wicomico	Worcester	Total Number
$950 and under		*1	1							1	2		*1			*1			*2			*1		10
1,000			1						1				1						2					5
1,050										1	2				2		1					2		8
1,100	1				1	2	1								1	1	2				1	1		11
1,150							9		6	4	6							1	3	1		6	6	42
1,200	10		2	4	11	10	2	1	4	8	4	10	10	3	1	8	3	1	5	5	17	13	4	136
1,250	11				2	10	1		3	4	2	5	1	4	7	13	1		2	4		2	4	76
1,300	9	9			3	6			2	6		7	1	1	8	3	1		3	1	9	2	3	74
1,350	4	1	1		3	3	3		2	2	4	1		5	3	2			5	3	1	2	9	54
1,400	6	7	4			5	2		7	3	1	3			6	6	1			2	2			55
1,450				1		6	2	3	1			1				1	7					5		27
1,500	24	7	3	2		4	4	1	1	4	2				1	8				3	5		2	71
1,550	1		6			3			1	6														17
1,600	3	2	2		1				1					1	1	1				1	7			20
1,650			8			1				2		1												12
1,700	1	1	4			1										1				1	1			10
1,750			2																					2
1,800	12	2	5			2				9	1				3						1			35
1,850			2						1			1												4
1,900													1		1									2
1,950			4																					4
2,000	5		12			3				3							1		1	1				26
2,050							1																	1
2,100 and over			9							4	1	1					1			1			1	18
Total	87	30	66	7	21	56	25	5	30	57	25	30	15	14	34	45	18	2	23	23	44	34	29	720
Median	$1,500	$1,400	$1,750	$1,200	$1,200	$1,325	$1,250	$1,425	$1,300	$1,400	$1,200	$1,275	$1,200	$1,275	$1,300	$1,250	$1,425	$1,175	$1,200	$1,350	$1,300	$1,200	$1,300	$1,300

* Part time.

— The solid horizontal lines represent the limits of the minimum state salary schedule for assistant teachers in high schools.

TABLE 80

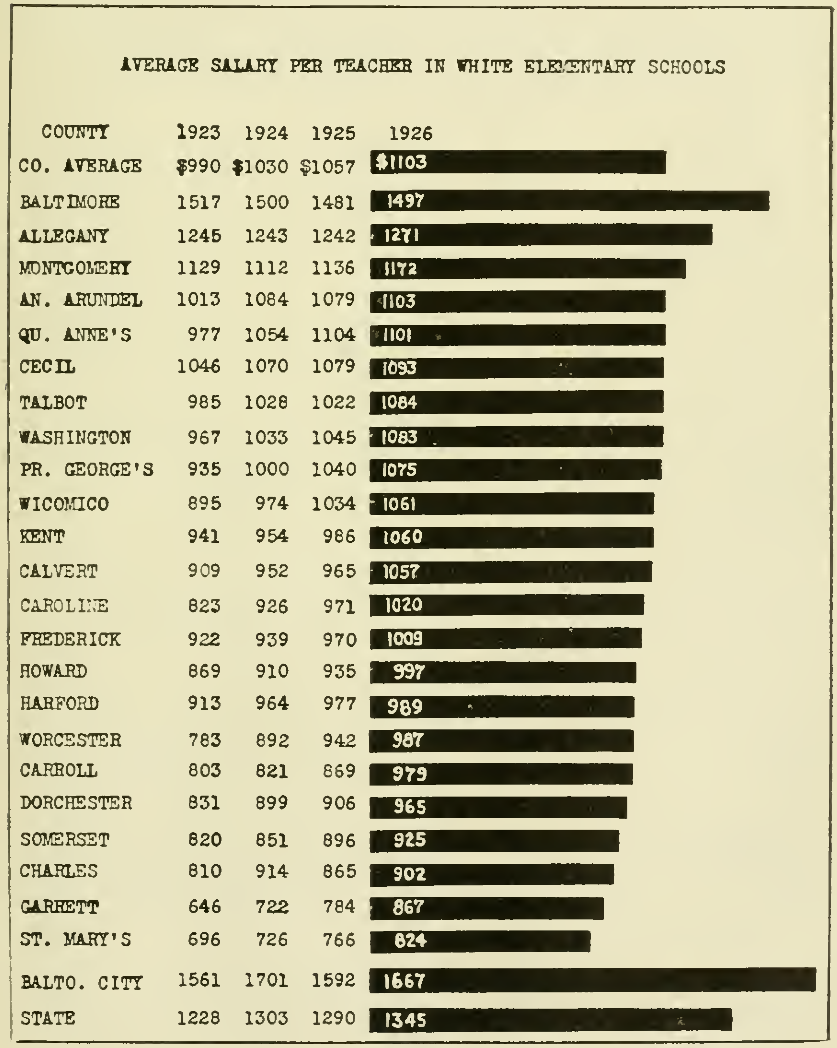
DISTRIBUTION OF ANNUAL SALARIES OF HIGH SCHOOL PRINCIPALS IN SERVICE IN MARYLAND COUNTIES, OCTOBER, 1925.

Salary	NUMBER OF TEACHERS RECEIVING THE FOLLOWING SALARIES IN																							Total Number
	Allegany	Anne Arundel	Baltimore	Calvert	Caroline	Carroll	Cecil	Charles	Dorchester	Frederick	Garrett	Harford	Howard	Kent	Montgomery	Prince George's	Queen Anne's	St. Mary's	Somerset	Talbot	Washington	Wicomico	Worcester	
$1,400 and under										4			2									2		8
1,450														1				1				1		3
1,500												1	1		1									3
1,550						1	1			1								1	2			1		7
1,600					1							1												2
1,650							2			1														3
1,700							1																	1
1,750											1								1					2
1,800							1	1							1	1	2					2		8
1,850														1									1	2
1,900												2			1	2								5
1,950						3	1		1		3			1					1	3		2	1	16
2,000		1		1		1	1		1			1	1		2	1	1				1			12
2,050																	1							1
2,100					3										4									7
2,150										1									2				2	5
2,200		1			1	1						1	1			1								6
2,250							1		1												5			7
2,300	1															1								2
2,350						1								1									1	3
2,400		2			1																1			4
2,450																								
2,500						1		1	1	2			1			1	1							8
2,550			1								1													2
2,600																						1		1
2,650 and over	*a*9		*b*5							*b*1		*c*2			*b*1					*d*1	*e*1			20
Total	10	4	6	1	6	8	8	2	4	10	5	8	6	4	10	7	5	2	6	4	8	9	5	138
Median	$2,880	$2,300	$3,000	$2,000	$2,100	$1,975	$1,750	$2,150	$2,125	$1,600	$1,950	$1,950	$1,750	$1,900	$2,050	$2,000	$2,000	$1,500	$1,850	$1,950	$2,250	$1,800	$2,150	$2,000

a Includes 6 at $2,880; 1 at $3,000; 1 at $3,600; 1 at $3,780.
b $3,000. *c* $2,800. *d* $3,100. *e* $3,200.
— The solid horizontal lines represent the limits of the minimum salary schedule for principals of first group high schools.

that certain counties, viz., Caroline, Howard, Kent, St. Mary's, Somerset, Wicomico and Worcester pay salaries above the minimum only in special cases to heads of departments in large high schools or to teachers of vocational agriculture and home economics. In Table 80 it will be evident that principals of the largest high schools in most of the counties are receiving salaries above the State minimum schedule. At the bottom of each table is shown the median salary paid.

CHART 36



AVERAGE SALARY PER TEACHER IN WHITE ELEMENTARY SCHOOLS

COUNTY	1923	1924	1925	1926
CO. AVERAGE	$990	$1030	$1057	$1103
BALTIMORE	1517	1500	1481	1497
ALLEGANY	1245	1243	1242	1271
MONTGOMERY	1129	1112	1136	1172
AN. ARUNDEL	1013	1084	1079	1103
QU. ANNE'S	977	1054	1104	1101
CECIL	1046	1070	1079	1093
TALBOT	985	1028	1022	1084
WASHINGTON	967	1033	1045	1083
PR. GEORGE'S	935	1000	1040	1075
WICOMICO	895	974	1034	1061
KENT	941	954	986	1060
CALVERT	909	952	965	1057
CAROLINE	823	926	971	1020
FREDERICK	922	939	970	1009
HOWARD	869	910	935	997
HARFORD	913	964	977	989
WORCESTER	783	892	942	987
CARROLL	803	821	869	979
DORCHESTER	831	899	906	965
SOMERSET	820	851	896	925
CHARLES	810	914	865	902
GARRETT	646	722	784	867
ST. MARY'S	696	726	766	824
BALTO. CITY	1561	1701	1592	1667
STATE	1228	1303	1290	1345

SALARIES IN WHITE ELEMENTARY SCHOOLS

In every county except Queen Anne's, which has had a teaching staff holding only first-grade certificates for several years, there was an increase in the average salary per white elementary teacher for 1926 over 1925. Increase in salaries would naturally accompany the improvement in certification score, which has taken place in all of the counties. The greatest increases occurred in Carroll, Calvert and Garrett Counties. Cecil, Harford and Baltimore had only slight increases. The smallest salaries are paid in St. Mary's and Garrett Counties and the highest in Baltimore and Allegany Counties. The range was from $824 in St. Mary's to $1,497 in Baltimore. (See Chart 36.)

TABLE 81

1926 AVERAGE SALARY PER TEACHER IN WHITE ELEMENTARY SCHOOLS HAVING

One Teacher		Two Teachers		Three or More Teachers	
County	Average Salary	County	Average Salary	County	Average Salary
County Average	$ 960	County Average	$1,101	County Average	$1,188
Baltimore	1,622	Baltimore	1,535	Baltimore	1,472
Montgomery	1,146	Allegany	1,304	Allegany	1,295
Allegany	1,120	Montgomery	1,158	Montgomery	1,193
Queen Anne's	1,064	Cecil	1,114	Calvert	1,178
Prince George's	1,051	Anne Arundel	1,107	St. Mary's	1,178
Calvert	1,032	Queen Anne's	1,107	Cecil	1,162
Wicomico	1,031	Kent	1,106	Washington	1,141
Cecil	1,024	Wicomico	1,079	Queen Anne's	1,140
Anne Arundel	1,021	Talbot	1,076	Kent	1,135
Talbot	995	Calvert	1,070	Carroll	1,126
Howard	980	Prince George's	1,070	Charles	1,126
Worcester	968	Washington	1,068	Talbot	1,120
Caroline	962	Carroll	1,045	Anne Arundel	1,118
Kent	942	Frederick	1,006	Frederick	1,092
Harford	938	Worcester	987	Dorchester	1,087
Washington	935	Harford	978	Caroline	1,085
Frederick	915	Howard	954	Prince George's	1,083
Somerset	873	St. Mary's	942	Wicomico	1,080
Carroll	872	Caroline	932	Harford	1,039
Dorchester	849	Dorchester	918	Howard	1,039
Garrett	829	Somerset	918	Worcester	1,000
Charles	820	Garrett	902	Garrett	999
St. Mary's	753	Charles	880	Somerset	956

In one-teacher schools the average salary in the average county was $960, in two-teacher schools $1,101 and in graded schools $1,188. The highest increase over 1925, $64, occurred in one-teacher schools; the next, $31, in two-teacher schools, and the lowest increase, $28, in graded schools. Despite the provision of a bonus of $100 for teachers holding first-grade certificates in charge of one or two-teacher schools, the average salary of teachers in one-teacher schools is lowest, in two-teacher schools next lowest, and in graded schools highest in each county except Baltimore, Howard, Caroline and Allegany Counties. In Baltimore County the average salary of teachers in one-room schools is highest and in graded schools lowest. In Howard and Caroline the lowest salary is found in the two-teacher schools and the highest in the graded schools. In Allegany County salaries of teachers in two-teacher schools are highest and they are lowest in one-teacher schools.

In one-teacher schools salaries ranged from $753 in St. Mary's County to $1,622 in Baltimore County. All counties except Cecil and Queen Anne's had higher salaries in one-teacher schools in 1926 than in 1925. In two-teacher schools the variation in salaries, not quite so great as in one-teacher schools, ran from $880 in Charles to $1,535 in Baltimore County. Only four counties, Wicomico, Worcester, Talbot and Charles, showed no increase in salaries in two-teacher schools. The range in salaries was least in graded schools—$956 in Somerset to $1,472 in Baltimore County. Three counties—Queen Anne's, Caroline and Harford—did not show increases over 1925 in graded school salaries. (See Table 81.)

The distribution of salaries paid teachers in one and two-teacher schools in each county shows that the only counties paying above the minimum State schedule are Baltimore, Allegany, Anne Arundel, Cecil, Montgomery and Washington. (See Table 82.)

A similar distribution of salaries of teachers, excluding principals, in graded schools indicates that salaries above the minimum are paid in Charles County in addition to the six counties mentioned before. (See Table 83.)

Salaries of principals in graded elementary schools are, in every case above the State minimum in Baltimore County and, in several instances, in Allegany, Anne Arundel, Montgomery and Washington Counties. (See Table 84.)

TABLE 82

DISTRIBUTION OF ANNUAL SALARIES OF TEACHERS, IN SERVICE IN MARYLAND COUNTY ONE AND TWO TEACHER SCHOOLS, OCTOBER, 1925

Salary	NUMBER OF TEACHERS RECEIVING THE FOLLOWING SALARIES IN																							
	Allegany	Anne Arundel	Baltimore	Calvert	Caroline	Carroll	Cecil	Charles	Dorchester	Frederick	Garrett	Harford	Howard	Kent	Montgomery	Prince George's	Queen Anne's	St. Mary's	Somerset	Talbot	Washington	Wicomico	Worcester	Total Number
$ 500 and under		1				3		2			4							5	2					17
550											6							6	1					13
600				1	2	14		1	2	1	15	2	1					3	4					46
650				3	1	12		10	10	12	30	5	1	2		1		11	6	1	9		3	117
700		4		1			1	2	1	1	1	1		1										13
750		2			5	17	3	9	6	14	19	5	2	1				3	2	2	6	3		99
800		1			2	5		4	2	9	7	5	5	3	3	4		5	1	1	1	5	1	64
850		2		1	2	11	1	9	6	9	10	8	3	2	1	11		4	11	2	20		8	121
900		4	1				3	2		3		7	3		2							4		29
950				1	4	11	1		7	26	7	5	2	1	5		1		1	3	25	2	2	104
1,000	3	4	1				8						3		1	8						2		30
1,050	23	1		8	15	18	26	3	13	33	43	21	10	10	1	1	24	5	6	5	17	19	19	321
1,100	10	6			3	2	3		1	1	2		4	1	6	12	3	1				2		57
1,150	5	3	2	3	1	4	4	1	2	7	8	3	3	3	9	4	7	3	5	3	12	4	1	97
1,200	7	5	10	1		1	1	2		4	3	1	1	1	16	8	3	2	4			4	1	75
1,250	7	7	5	7	3	11		5	2	17	4	12	1	6	4	12		7	1	4	2	7	1	125
1,300	3	6	3				9								19						6			46
1,350	2	1																	†1					4
1,400	9	1	5													*a*1					5			21
1,450	1		9																					10
1,500			9																					9
1,550			4																					4
1,600			14																					14
1,650			1																					1
1,700			3																					3
1,750			3																					3
1,800 and over			30																					30
Total	70	48	100	26	38	109	60	50	52	137	159	75	39	31	67	62	38	55	45	21	103	52	36	1,473
Median	$1,092	$1,100	$1,600	$1,050	$1,050	$850	$1,050	$800	$850	$950	$800	$950	$1,000	$1,050	$1,175	$1,100	$1,050	$750	$850	$1,050	$950	$1,050	$1,050	$1,050

a Does eighth grade work. † Has principal's certificate.

— The solid horizontal lines represent the limits of the minimum state salary schedule for teachers holding first grade certificates.

TABLE 83

DISTRIBUTION OF ANNUAL SALARIES OF TEACHERS, EXCLUDING PRINCIPALS, IN SERVICE IN MARYLAND COUNTY GRADED ELEMENTARY SCHOOLS, OCTOBER, 1925

Salary	NUMBER OF TEACHERS RECEIVING THE FOLLOWING SALARIES IN																						
	Allegany	Anne Arundel	Baltimore	Calvert	Caroline	Carroll	Cecil	Charles	Dorchester	Frederick	Garrett	Harford	Howard	Kent	Montgomery	Prince George's	Queen Anne's	Somerset	Talbot	Washington	Wicomico	Worcester	Total Number
$ 600 and under	......	1	......	......	......	......	......	......	......	......	1	......	......	......	......	......	......	1	......	......	......	......	3
650	......	......	......	......	......	3	......	......	......	......	2	......	......	......	......	2	......	4	......	1	......	3	15
700	......	2	1	......	......	......	......	......	......	......	......	......	......	......	2	......	......	......	......	......	......	......	5
750	......	......	......	......	1	......	2	......	......	......	2	......	......	......	......	......	......	......	......	1	......	......	6
800	......	......	......	......	1	......	......	1	......	1	......	2	......	......	......	2	......	......	......	......	......	......	7
850	......	1	......	......	1	6	......	......	3	3	......	......	1	2	3	9	......	11	1	6	2	10	59
900	......	4	1	......	2	......	......	......	......	1	......	2	......	......	......	......	......	......	2	......	11	......	23
950	......	......	......	1	11	27	1	3	11	30	9	13	2	3	......	1	1	8	2	48	3	14	188
1,000	12	33	......	......	5	......	2	......	......	1	......	1	8	......	5	44	......	......	1	1	7	......	120
1,050	21	14	......	......	3	6	13	......	9	10	3	5	1	1	6	9	9	2	6	46	2	2	168
1,100	21	4	1	......	7	8	5	1	2	6	2	5	......	1	8	16	......	1	1	......	10	5	101
1,150	3	3	......	2	1	18	......	......	11	33	4	18	8	16	3	22	7	8	19	10	14	8	208
1,200	47	26	51	......	1	......	......	6	......	1	......	1	......	......	30	1	1	......	......	2	......	......	167
1,250	99	......	20	......	1	......	......	3	1	1	......	......	......	......	1	2	......	......	1	16	......	......	145
1,300	......	......	30	......	......	1	17	......	......	1	......	......	......	......	......	......	......	......	......	40	......	......	89
1,350	1	......	15	......	......	......	......	......	......	3	......	......	......	......	......	......	......	......	......	......	......	1	20
1,400	......	......	13	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	13
1,450	1	......	14	......	......	......	......	......	......	......	......	......	......	......	1	......	......	......	......	......	......	......	16
1,500	......	......	9	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	9
1,550	......	......	8	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	8
1,600	......	......	43	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	43
1,650	......	......	16	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	16
Total	205	88	222	3	34	69	40	14	37	91	23	47	20	23	59	108	18	35	33	171	49	43	1,432
Median	$1,224	$1,050	$1,350	$1,150	$1,000	$950	$1,100	$1,200	$1,050	$1,050	$950	$1,100	$1,000	$1,150	$1,175	$1,000	$1,050	$950	$1,150	$1,050	$1,050	$950	$1,150

— The solid horizontal lines represent the limits of the minimum state salary schedule for teachers holding first grade certificates who teach in schools having one teacher or two teachers.

TABLE 84

DISTRIBUTION OF ANNUAL SALARIES OF PRINCIPALS IN SERVICE IN MARYLAND COUNTY GRADED ELEMENTARY SCHOOLS, OCTOBER, 1925

Salary	NUMBER OF TEACHERS RECEIVING THE FOLLOWING SALARIES IN																				
	Allegany	Anne Arundel	Baltimore	Calvert	Caroline	Carroll	Cecil	Dorchester	Frederick	Garrett	Harford	Kent	Montgomery	Prince George's	Queen Anne's	Somerset	Talbot	Washington	Wicomico	Worcester	Total Number
$1,100 and under						1									1						2
1,150										2		1			1						4
1,200					1					1	1				2						5
1,250					1	1						1		1						2	6
1,300		2		1	1									1				1	1	1	8
1,350		3			1			2	1			2	1	5	1	2		2	2		22
1,400		2																3			5
1,450						1															1
1,500	5	1				2	1			1			1	1			1	1			14
1,550	3							2	2	1				3	1		1	2	4		19
1,600		2																			2
1,650	2																				2
1,700	5	1																1			7
1,750	1								2					1							4
1,800	6	2	2						1					1							12
1,850																		2			2
1,900	2	1	5																		8
1,950	1																				1
2,000	1	1	4										4								10
2,050																					
2,100			4																		4
2,150			1																		1
2,200			2																		2
2,250																					
2,300			5																		5
2,350 and over			*5																		5
Total	26	15	28	1	4	5	1	4	6	5	1	4	6	13	6	2	2	12	7	3	151
Median	$1,692	$1,500	$2,100	$1,300	$1,275	$1,450	$1,500	$1,450	$1,650	$1,200	$1,200	$1,300	$2,000	$1,350	$1,200	$1,350	$1,525	$1,400	$1,550	$1,250	$1,550

* Includes 1 at $2,350; 1 at $2,400 and 3 at $2,500.

— The solid horizontal lines represent the limits of the minimum state salary schedule for principals of elementary schools having two or more assistant teachers.

SALARIES IN COLORED SCHOOLS

Every county made slight gains in the average salary for colored teachers except Allegany, Washington and Cecil. (See Chart 37.) The distribution of the salaries of colored high and elementary teachers in the counties is shown in Table 85. High school teachers are indicated by an asterisk. It will be noted that Allegany, Baltimore, Cecil, Harford, Prince George's and Washington, which have a school term longer than eight months, pay salaries above the minimum State schedule for an eight-month term. (See Table 85.)

CHART 37

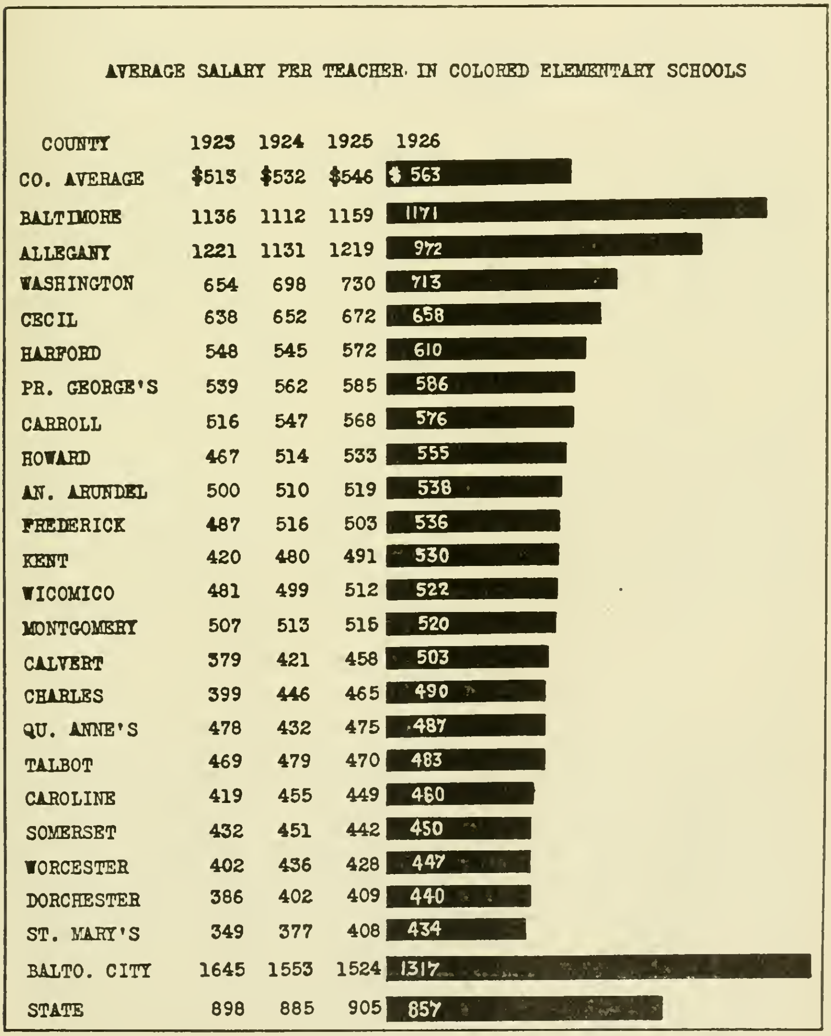


TABLE 85

DISTRIBUTION OF ANNUAL SALARIES OF TEACHERS IN SERVICE IN MARYLAND COUNTY COLORED SCHOOLS, OCTOBER, 1925

Salary	NUMBER OF TEACHERS RECEIVING THE FOLLOWING SALARIES IN																						
	Allegany	Anne Arundel	Baltimore	Calvert	Caroline	Carroll	Cecil	Charles	Dorchester	Frederick	Harford	Howard	Kent	Montgomery	Prince George's	Queen Anne's	St. Mary's	Somerset	Talbot	Washington	Wicomico	Worcester	Total Number
$280 and under				1													1	3					5
320					2				5		†1			1		1	3	3	1			2	19
360				2					16				2	7			8	7				6	48
400		5		6	12	3		11	10	2	1	3	2	1	5	4	6	11	8		9	10	109
440		7		1	1			3		1			2	3	5	1	5	5	2		3	2	41
480		7		3				6	6	7	1	1	4	7	1			5	3			3	54
520		20		10	6			15	7	9	2	6	12	10	11	14	7	10	12		14	14	179
560		5		2	3	2	1	*3	3	5	11		1	2	14	2	1	1	2	1	3		*62
600		11				2			1	1	3	3		1	7		1	2	*2	3	*4	*3	***41
640		1			*2					1	1	2			8			*1		1	1	*1	***19
680		7		2		3	10	1	***6	5		3	6	9	*1		2	3	2		4	*1	*****65
720					1		1	**2			5				*12				**2	3	**4		30
760						*3	*1		*1				**2		1	*1		*2					*******11
800		*1	1				3			*1										4			**10
840		***3	2				1					1			1								***8
880							*1													1			*2
920			5					*1	*1	*1									*1				****9
960	1		3													*1							*5
1,000	1		2		*1															*1			**5
1,040			3												*1								*4
1,080																					*1		*1
1,120			3							**2			*1										***6
1,160			3																				3
1,200	1		8																				9
1,240			3																				3
1,280	**4																						**4
1,320		*1	1																				*2
1,360 and over	**3		14																				**17
Total	10	68	48	27	28	13	18	42	56	35	25	19	32	41	67	24	34	53	35	14	43	42	774
Median	$1,278	$520	$1,200	$520	$420	$600	$680	$520	$400	$520	$560	$520	$520	$520	$552½	$520	$400	$440	$520	$720	$520	$480	$520

* Each asterisk represents a high school teacher.

— The solid horizontal lines represent the limits of the minimum salary schedule for elementary teachers holding first grade certificates employed for eight months.

– – The upper two broken horizontal lines represent the limits of the minimum salary schedule for high school assistant teachers employed for eight months. The lowest dotted line represents the maximum salary allowed high school principals by the State minimum salary schedule for eight months' service.

† Part-time.

MARYLAND SCHOOL FINANCES

TABLE 86

EXPENDITURE FOR CURRENT EXPENSE FROM STATE AND LOCAL FUNDS AND FOR CAPITAL OUTLAY IN THE COUNTIES AND BALTIMORE CITY 1919-1926.

Year Ending	Current Expense Disbursements			Capital Outlay Disbursements
	Total	From State	From Local Funds	
	Total Counties			
1919...	$3,184,351.22	$1,230,181.60	$1,954,169.62	$ 311,137.08
1920...	3,703,153.29	1,186,192.67	2,516,960.62	485,601.23
1921...	5,043,923.02	1,554,693.60	3,489,229.42	929,024.08
1922...	5,291,124.43	1,545,695.85	3,745,428.58	1,121,553.98
1923...	5,964,456.44	2,026,315.58	3,938,140.86	1,475,268.52
1924...	6,475,802.93	2,068,186.05	4,407,616.88	949,719.78
1925...	6,743,015.08	2,161,571.04	4,581,444.04	2,527,823.35
1926...	7,143,149.65	2,248,399.75	4,894,749.90	2,602,745.09
	Baltimore City			
1919...	$2,832,543.59	$ 671,006.78	$2,161,536.81	$ 38,562.29
1920...	3,706,641.51	713,287.02	2,993,354.49	60,741.25
1921...	5,394,655.76	1,032,541.55	4,362,114.21	1,267,636.20
1922...	6,631,682.32	1,026,972.79	5,604,709.53	1,417,569.15
1923...	6,949,793.45	1,066,100.96	5,883,692.49	3,301,086.21
1924...	6,963,332.47	1,061,111.63	5,902,220.84	5,336,889.06
1925...	7,419,638.99	1,042,479.92	6,377,159.07	3,224,733.82
1926...	7,660,787.84	1,056,893.87	6,603,893.97	3,484,766.86
	Entire State			
1919...	$ 6,016,894.81	$1,901,188.38	$ 4,115,706.43	$ 349,699.37
1920...	7,409,794.80	1,899,479.69	5,510,315.11	546,342,48
1921...	10,438,578.78	2,587,235.15	7,851,343.63	2,196,660.28
1922...	11,922,806.75	2,572,668.64	9,350,138.11	2,539,123,13
1923...	12,914,249.89	3,092,416.54	9,821,833.35	4,776,354.73
1924...	13,439,135.40	3,129,297.68	10,309,837.72	6,286,608.84
1925...	14,162,654.07	3,204,050.96	10,958,603.11	5,752,557.17
1926...	14,803,937.49	3,305,293.62	11,498,643.87	6,087,511.95

During the year ending July 31, 1926, the 23 counties spent $7,143,000 for the current expenses of their schools, of which amount $2,248,400 came from state appropriations. In addition, expenditures for school buildings, obtained chiefly from bond issues, totaled $2,603,000.

In Baltimore City, the schools cost $7,661,000, including expenditures for teacher training. Of this amount, $1,057,000 came from State funds. The Baltimore City school building program cost $3,485,000.

The total expenditures in Maryland for the elementary and secondary schools and teacher training in Baltimore City aggregated $14,804,000, of which $3,305,000 came from the State Treasury. Expenditures for buildings cost $6,088,000.

Table 86 shows comparative expenditures from 1919 to 1926 in the counties, Baltimore City and the entire State. The regular steady advance in school expenditures which will be noted is necessary to take care of the increase in school population, the longer period pupils are staying in school, the greater proportion of pupils in high school and the improvement in the training of teachers.

STATE AID FOR THE SUPPORT OF THE SCHOOLS

State aid has been included in Table 87 as the amount paid to the counties during the State's fiscal year which ended on September 30, 1926, rather than as the amount actually received to July 31, 1926. The entire quota of the last quarterly appropriation for census and attendance was not paid until the end of the State's fiscal year, although it was applicable to the school year 1925-26.

The counties raised on the average 68.5 per cent of the amount required for running expenses of the schools, the State contributing the remaining 31.5 per cent. State funds other than the Equalization fund made up 25 per cent of the amount and the Equalization fund 6.5 per cent. The percentage contributed by the State toward current expenses varied from 14 per cent in Baltimore City to 61.5 per cent in Calvert County. The counties are listed in Table 87, and Chart 38, in the order of the per cent of their current expense expenditures received from State sources.

The census taken in November, 1924, was used for the first time in the distribution of school funds for the school year 1925-26. Decreases in county population or incompleteness in the census returns were responsible for lowering the State appropriations for census and attendance in Allegany, Frederick, Harford, Calvert, Charles, St. Mary's, Caroline, Queen Anne's Talbot, Dorchester, Somerset and Worcester. On the other hand, increases in school population and more complete census returns brought additional State funds to Anne Arundel, Baltimore, Montgomery, Prince George's and Wicomico.

The Equalization Fund

Thirteen counties shared in the Equalization Fund, which totaled $401,055. Kent was added to the number which shared in 1925. All of the counties which received the Equalization Fund in 1925 received larger amounts from this fund in 1926—the increase amounting to $93,440.

TABLE 87

PER CENT OF CURRENT EXPENSE DISBURSEMENTS RECEIVED FROM STATE AND VOCATIONAL FUNDS FOR YEAR ENDING JULY, 31, 1926†

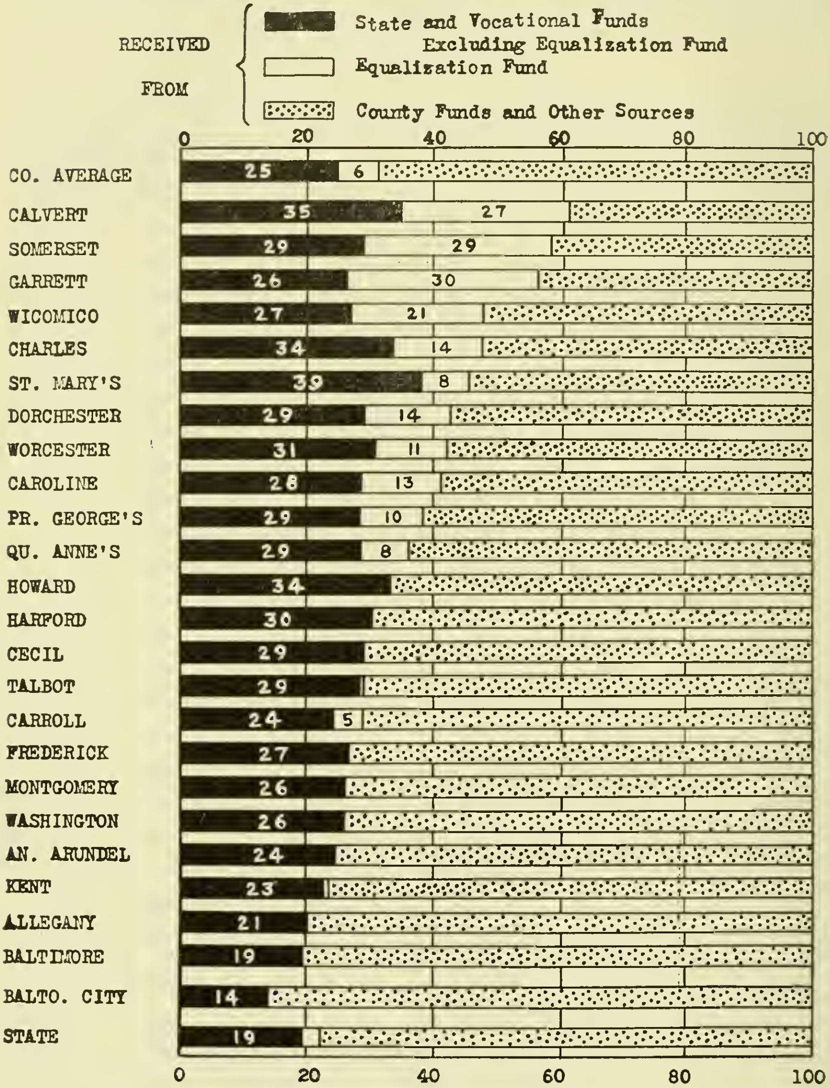
County	Total Disbursements for Current Expense	Amount Received for Current Expenses from		Per Cent of Current Expense Disbursements Received From			
		State and Vocational Aid†	County and Other Sources	State and Vocational Funds	State and Vocational Funds Excluding Equalization Fund	State Equalization Fund	County and Other Sources
Total	$ 7,143,149.65	$2,248,399.75	$4,894,749.90	31.5	25.0	6.5	68.5
Calvert	80,909.12	*49,793.90	31,115.22	61.5	34.7	26.8	38.5
Somerset	191,752.15	*111,955.10	79,797.05	58.4	29.2	29.2	41.6
Garrett	276,318.94	*156,297.58	120,021.36	56.5	26.1	30.4	43.5
Wicomico	274,919.55	*131,844.28	143,075.27	48.0	27.2	20.8	52.0
Charles	119,851.40	*57,048.71	62,802.69	47.6	33.9	13.7	52.4
St. Mary's	93,149.29	*42,796.40	50,352.89	45.9	38.2	7.7	54.1
Dorchester	241,720.01	*103,301.19	138,418.62	42.8	29.3	13.5	57.2
Worcester	212,258.18	*90,044.64	122,213.54	42.4	31.0	11.4	57.6
Caroline	194,670.19	*80,882.86	113,787.33	41.6	28.4	13.2	58.4
Prince George's	441,097.95	*169,805.07	271,292.88	38.5	28.6	9.9	61.5
Queen Anne's	166,962.14	*60,936.82	106,025.32	36.5	28.6	7.9	63.5
Howard	139,820.60	47,115.69	92,704.91	33.7	33.7	....	66.3
Harford	250,417.49	75,991.23	174,426.26	30.4	30.4	....	69.6
Cecil	223,440.14	65,077.90	158,472.24	29.1	29.1	....	70.9
Talbot	182,294.60	52,941.91	129,352.69	29.1	28.7	0.4	70.9
Carroll	388,010.42	*112,283.89	275,726.53	28.9	24.2	4.7	71.1
Frederick	469,040.44	126,288.92	342,751.52	26.9	26.9	....	73.1
Montgomery	372,392.23	97,065.80	275,326.43	26.1	26.1	....	73.9
Washington	512,431.18	133,380.90	379,050.28	26.0	26.0	....	74.0
Anne Arundel	392,834.95	95,727.02	297,107.93	24.4	24.4	....	75.6
Kent	157,878.40	*37,134.94	120,743.46	23.5	23.3	0.2	76.5
Allegany	778,105.31	159,558.64	618,546.67	20.5	20.5	....	79.5
Baltimore	982,764.97	191,126.36	791,638.61	19.4	19.4	....	80.6
Baltimore City	7,567,936.26	1,056,893.87	$6,511,042.39	14.0	14.0	....	86.0
State	$14,711,085.91	$3,305,293.62	$11,405,792.29	22.5	19.3	3.2	77.5

† The aid for census and attendance is included as the amount appropriated for the State's year ending September 30, 1926, and not the amount actually received to July 31, 1926.

* The county shared in the Equalization Fund in 1925-26. See Column 6 for per cent and Table XVIII, page 292, for amount.

CHART 38

PER CENT OF CURRENT EXPENDITURES FOR YEAR ENDING JULY 31, 1926



Maryland's plan of distributing State school funds, especially the Equalization Fund, which was established by the legislature of 1922, has been praised by all who have studied the question of equitable distribution of school funds. A recognized expert in the field of public school finance, Dr. Fletcher Harper Swift, Professor of Education in the University of California, considers the Maryland plan *"perhaps the most far-reaching and scientific method, from the standpoint of equalizing revenues, of any State in the Union."*

Maryland's Equalization Fund is distributed to those counties which can not, on a sixty-seven cent county tax rate for school current expense, carry the State minimum salary schedule for an increasing number of trained teachers, and at the same time provide adequately for other costs of maintaining efficient schools.

The Equalization Fund will make it possible eventually to fill every vacancy with a teacher holding a certificate indicating sufficient preparation to insure that, with the aid of competent supervising teachers, the pupils will benefit more and more from her instruction; this end will be achieved, approximately, by 1930.

State aid to high schools, which amounted to $385,757 in the counties, was $13,102 greater than in 1925. This does not include $36,000 paid Baltimore City.

The amount distributed to pay two-thirds of the salary of county superintendents and supervisors and $1,200 for each attendance officer—$171,157—was greater by $7,564 than in 1925. The increase was required for salaries of additional supervising and helping teachers who were appointed and because of increase in salaries due to more years of experience. (See Table 87, Chart 38, and Tables XVIII and XIX, pages 292 and 293.)

HOW THE SCHOOL TAX DOLLAR IS SPENT

Of every 100 cents spent for school current expense in the 23 counties, 71.9 cents were needed for teachers' salaries; cleaning and heating buildings required 7.2 cents; books, materials and other costs of instruction required 5.4 cents; transportation, health, libraries, etc., took 5.1 cents; general control 3.5 cents; repairs 3.4 cents, and supervision 2.2 cents. The greatest change from 1925 to 1926 was an increase of 0.7 cents in the expenditures for auxiliary agencies, chiefly transportation. (See Chart 39.)

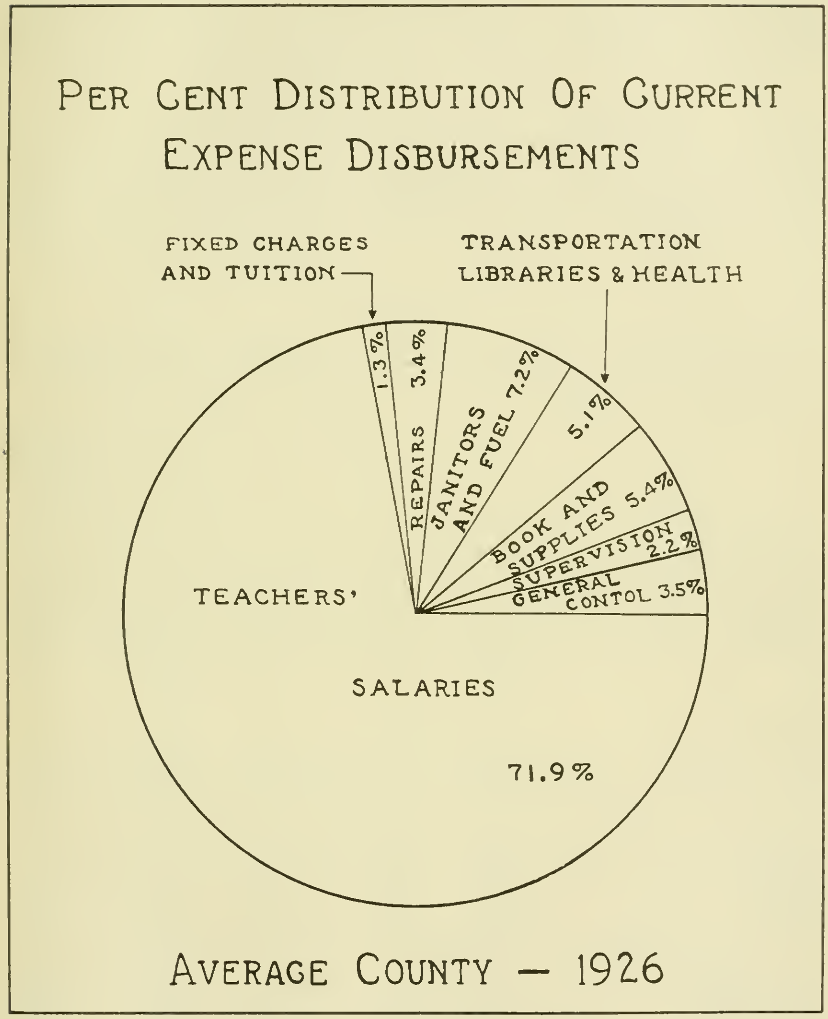
Counties sharing in the Equalization Fund must spend not more than 76 cents of each tax dollar for salaries of teachers. The only counties which spent more than 76 cents—Cecil, Frederick, Harford and Washington, did not share in the fund. Counties in which 6.4 cents or more of each dollar was used for auxiliary agencies spent less than 70 cents for teachers' salaries. This means that whenever school consolidation accompanied with transportation progresses beyond a certain point, making possible larger classes and fewer teachers, the proportion of the budget devoted to teachers' salaries can be reduced. Counties which did not have their full quota of supervisors spent less than 2 cents of each dollar for supervision. (See Table 88.)

TABLE 88

PER CENT DISTRIBUTION OF SCHOOL EXPENDITURES FOR YEAR ENDING JULY 31, 1926.

COUNTY	Per Cent of Total Current Expense Funds Used For								Per Cent of Expenditure for Current Expense and Capital Outlay Used for Capital Outlay
	General Control	Supervision	Salaries of Teachers	Books, Materials and Other Costs of Instruction	Operation	Maintenance	Auxiliary Agencies	Fixed Charges and Tuition to Adjoining Counties	
County Average	3.5	2.2	71.9	5.4	7.2	3.4	5.1	1.3	26.7
Allegany	2.4	1.9	71.8	7.9	7.6	3.1	3.8	1.5	32.6
Anne Arundel	3.1	1.8	66.0	5.9	7.6	2.1	11.9	1.6	16.5
Baltimore	2.9	2.0	72.6	5.2	7.5	2.5	5.9	1.4	46.7
Calvert	6.5	4.0	68.4	3.5	5.2	2.6	9.2	0.6	25.0
Caroline	4.7	2.1	67.5	4.6	10.7	2.5	6.5	1.4	29.0
Carroll	3.5	2.2	74.7	5.5	6.7	3.2	2.9	1.3	9.6
Cecil	3.9	1.4	76.3	4.2	7.4	2.6	3.4	0.8	13.2
Charles	4.3	2.0	75.2	4.1	4.9	3.0	5.0	1.5	4.2
Dorchester	4.1	2.4	67.6	6.0	5.2	4.5	8.8	1.4	0.4
Frederick	2.3	2.3	76.7	5.1	7.5	2.6	2.0	1.5	15.3
Garrett	4.3	4.2	73.0	5.1	5.9	4.5	1.6	1.4	9.7
Harford	3.5	2.5	78.1	4.0	7.9	2.3	0.9	0.8	16.1
Howard	4.0	2.5	70.4	4.9	7.0	1.7	6.2	3.3	8.0
Kent	5.2	2.6	66.9	5.9	8.4	4.1	6.4	0.5	0.3
Montgomery	4.2	2.1	66.2	5.9	8.2	5.3	6.8	1.3	36.9
Prince George's	2.9	1.4	70.9	4.9	8.1	7.6	4.1	0.1	42.0
Queen Anne's	4.2	2.8	68.8	4.6	6.0	0.8	9.6	3.2	2.5
St. Mary's	7.7	3.9	71.9	6.7	4.3	3.8	0.6	1.1	9.5
Somerset	4.9	1.6	73.5	5.9	5.3	1.5	6.1	1.2	6.2
Talbot	4.7	2.2	65.7	4.7	8.3	3.5	9.1	1.8	2.5
Washington	2.6	1.5	77.8	4.8	6.8	2.8	2.4	1.3	36.2
Wicomico	3.7	2.7	70.8	4.2	7.0	6.3	4.5	0.8	9.4
Worcester	3.7	1.8	69.8	4.6	6.6	3.7	9.0	0.8	14.9
Baltimore City	3.2	0.9	71.6	3.5	8.9	6.4	5.0	0.5	31.5
Total State	3.3	1.5	71.8	4.4	8.1	4.9	5.1	0.9	29.3

CHART 39



COST PER DAY SCHOOL PUPIL

The current expense per county pupil belonging in day white and colored elementary and secondary schools was $50.18 for 1926. This was an increase of $2.27 per pupil over 1925. As long as the proportion of pupils attending high school increases annually and the training of teachers improves, the cost per pupil will continue to increase, unless there are other counteracting tendencies. It is interesting to find that the only two counties which did not increase the cost per pupil are Queen Anne's and Baltimore, which have 100 per cent of their white elementary teachers holding first-grade certificates.

Costs vary from $34.60 per pupil in St. Mary's to $61.63 in Carroll. The largest increases over 1925 occurred in Carroll, Garrett, Caroline, Talbot and Calvert, in which counties the increases range from $7.80 per pupil to $4.25. In Carroll County the improvement in the training of the teaching staff, the employment of teachers of many special subjects for pupils in all

TABLE 89

COST FOR CURRENT EXPENSE PER DAY SCHOOL PUPIL BELONGING FOR YEARS ENDING IN JUNE 1923, 1924, 1925 AND 1926.

County	1923	1924	1925	1926	Increase 1926 over 1925
County Average	$43.00	$46.89	$47.91	$50.18	$2.27
Carroll	45.74	53.79	53.83	†61.63	7.80
Allegany	51.63	56.65	59.79	61.51	1.72
Garret	44.23	46.59	52.39	†60.13	7.74
Queen Anne's	46.90	53.80	56.99	†56.37	*.62
Kent	49.08	50.84	54.35	†56.26	1.91
Baltimore	56.18	56.60	56.55	56.22	*.33
Montgomery	48.72	52.13	52.07	55.17	3.10
Talbot	44.42	51.44	48.33	†53.41	5.08
Cecil	49.29	51.69	51.89	52.47	.58
Caroline	38.88	42.00	44.82	†50.31	5.49
Wicomico	38.89	44.02	44.20	†47.09	2.89
Frederick	42.75	45.58	45.29	47.05	1.76
Harford	40.96	46.00	45.79	46.79	1.00
Howard	38.04	44.42	44.42	46.41	1.99
Worcester	38.65	44.16	43.76	†46.21	2.45
Anne Arundel	38.78	43.87	43.36	45.82	2.46
Dorchester	38.09	42.22	43.93	†45.47	1.54
Prince George's	40.80	41.80	43.17	†45.40	2.23
Calvert	28.87	34.91	38.54	†42.79	4.25
Washington	36.95	40.92	41.80	42.01	.21
Somerset	29.69	34.63	36.86	†39.01	2.15
Charles	30.71	35.89	33.65	†37.25	3.60
St. Mary's	26.50	29.07	33.26	†34.60	1.34

* Decrease
† Counties sharing in Equalization Fund.

high schools and the small classes in a number of schools account for the high costs. Queen Anne's and Baltimore Counties decreased their costs under 1925 by 62 and 33 cents per pupil, respectively. (See Table 89.)

COST PER PUPIL FOR GENERAL CONTROL

The average county cost for general control was $1.75 per pupil, one cent less than the preceding year. This was largely due to the reduction of 51 cents per pupil in Allegany County resulting from the assignment of the former assistant superintendent to the position of supervisor of rural schools. In 1926 none of his salary or travelling expense appeared under the classification of general control. Other counties having reductions in cost per pupil for general control were Kent, St. Mary's, Charles, Anne Arundel, Prince George's and Washington. Counties which had increases of 10 cents or more in the pupil cost of general control were Talbot, Caroline, Carroll, Cecil, Somerset, Dorchester and Harford. (See Table 90.)

Costs in 1926 varied from $1.07 in Frederick to $2.92 in Kent, most of the smaller counties being at the top of the list and the larger counties at the bottom. Whether the county be large or small, all of the duties and activities of the superintendent, clerk and attendance officer must be carried on. The larger counties need extra clerical help to carry on the extra volume of work.

TABLE 90

COST PER PUPIL BELONGING FOR GENERAL CONTROL

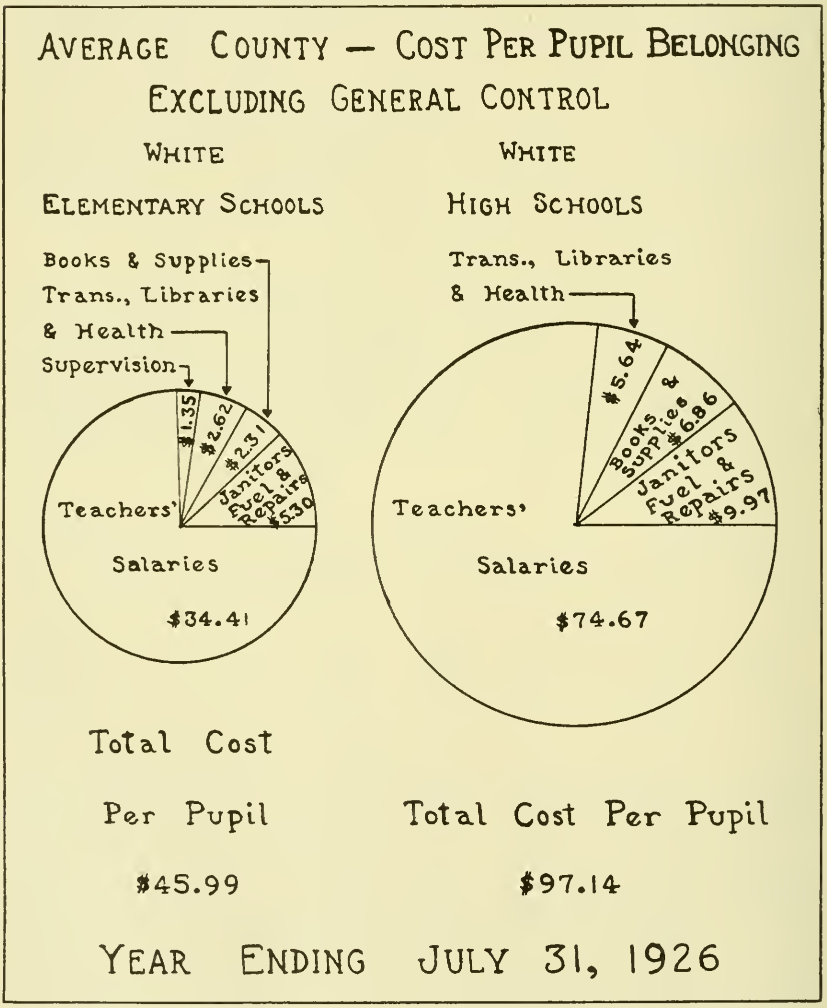
County	1924	1925	1926	Increase 1926 over 1925	County	1924	1925	1926	Increase 1926 over 1925
Average County	$1.68	$1.76	$1.75	*$.01	Wicomico	$1.51	$1.68	$1.73	$.05
					Worcester	1.63	1.67	1.69	.02
Kent	2.97	3.10	2.92	*.18					
Calvert	2.29	2.75	2.80	.05	Baltimore	1.70	1.63	1.64	.01
St. Mary's	2.38	2.72	2.67	*.05	Harford	1.51	1.50	1.62	.12
Garrett	2.28	2.59	2.60	.01	Charles	1.62	1.61	1.60	*.01
Talbot	2.21	2.21	2.55	.34	Allegany	1.75	2.02	1.51	*.51
					Anne Arundel	1.56	1.49	1.43	*.06
Queen Anne's	2.29	2.39	2.42	.03					
Caroline	1.57	2.04	2.38	.34	Prince George's	1.37	1.39	1.33	*.06
Montgomery	2.31	2.22	2.30	.08	Washington	.98	1.13	1.09	*.04
Carroll	2.16	2.06	2.18	.12	Frederick	.93	1.05	1.07	.02
Cecil	1.92	1.87	2.04	.17					
					Baltimore City	1.62	2.12	2.43	.31
Somerset	1.43	1.73	1.93	.20					
Howard	1.85	1.87	1.92	.05	State	1.66	1.91	2.03	.12
Dorchester	1.72	1.66	1.88	.22					

* Decrease.

COMPARATIVE COST PER PUPIL IN WHITE HIGH AND ELEMENTARY SCHOOLS

Excluding the cost of general control, the 1926 current expense for the average pupil belonging in white elementary schools was $46.02 and in white high schools $97.20. These amounts are 3 cents higher for elementary and 6 cents higher for high schools for transportation, libraries and health and for

CHART 40



Figures for transportation, libraries and health and for total cost should be higher by 3 cents for elementary schools and by 6 cents for high schools than those shown in Chart 40 above.

the total than figures shown on Chart 40, which are incorrect. The 1926 costs are increases over 1925 of $2.04 and $2.35 in the white high and elementary schools, respectively. The expense of educating a high school pupil is 2.1 times greater than that of an elementary school pupil. The excess costs in high schoo are explained by the following factors:

1. The average number of pupils to a teacher in high schools is 20, while in elementary schools it is 32. High schools, therefore, need a relatively larger teaching staff than elementary schools.
2. The average salary of high school teachers is $1,517, while it is only $1,103 for elementary school teachers.
3. The cost of operation, *i. e.*, cleaning, heating and repairing buildings is correspondingly greater for high than for elementary pupils—$9.97 as against $4.46.
4. The number and character of text and reference books needed by the more mature high school pupils cost considerably more than for elementary school pupils, $3.23 as against $1.47, while materials and other costs of instruction amount to $3.63 in high schools and to only 84 cents in elementary schools.
5. Libraries, transportation and health cost $5.70 for each high school pupil and $2.65 for each elementary school pupil.

High school supervision is provided by the three supervisors on the staff of the State Department of Education, so that no expense for this is required of the individual counties. In white elementary schools in 1926 the county supervision cost $1.35 per pupil.

The cost per pupil in various types of schools, the counties being arranged alphabetically, is given in Table 91.

COST OF EACH WHITE HIGH SCHOOL PUPIL

The 1926 average current cost in each county of educating a white high school pupil is given in Chart 41, and the distribution of the cost into the items of salaries, books and supplies, operation and maintenance, transportation, health and libraries is included in Table 92. The total current expense ranges from $135 in Carroll County to $58 in St. Mary's County, a rather wide variation.

Kent, Worcester, Cecil, Dorchester and Washington decreased costs by at least $4 under 1925. On the other hand, Charles, Calvert, Wicomico, Prince George's, Caroline, Howard, Allegany, Talbot and Carroll increased per pupil costs by from $5 to $27 over 1925. Nine counties which had costs over $100 per high school pupil in 1926 are Carroll, Queen Anne's, Talbot, Allegany, Kent, Garrett, Calvert, Worcester and Howard. Only five counties had costs under $90—Frederick, Harford, Charles, Washington and St. Mary's.

TABLE 91

COST PER DAY SCHOOL PUPIL BELONGING AND RANK IN COST PER PUPIL BELONGING FOR CURRENT EXPENSES BY TYPES OF SCHOOLS FOR YEAR ENDING JULY 31, 1926

COUNTY	Cost per Pupil for General Control	COST, EXCLUDING GENERAL CONTROL, PER DAY SCHOOL PUPIL IN							Rank in Cost per Pupil for General Control in All Schools	RANK IN COST PER PUPIL FOR CURRENT EXPENSES EXCLUDING GENERAL CONTROL IN						
			White Elementary Schools				Colored Schools				White Elementary Schools				Colored Schools	
		White High Schools	One-Teacher Schools†	Two-Teacher Schools†	Graded Schools†	All Elementary Schools	High Schools	Elementary Schools		White High Schools	Having One Teacher	Having Two Teachers	Having Three or More Teachers	All Elementary Schools	High Schools	Elementary Schools
Allegany	$1.51	$111.02	$60.48	$51.93	$46.55	$49.64	$180.46	$39.49	19	5	3	8	9	8	1	2
Anne Arundel	1.43	91.54	51.71	54.34	46.15	49.03	67.46	18.17	20	18	7	6	10	9	6	15
Baltimore	1.64	93.77	61.33	56.55	45.75	50.10	....	41.50	16	15	1	5	11	7	....	1
Calvert	2.80	108.34	45.11	69.96	64.31	53.97	....	16.92	2	7	15	1	1	3	....	19
Caroline	2.38	97.71	45.39	46.21	44.74	46.31	80.29	20.16	7	13	14	10	12	12	4	11
Carroll	2.18	134.83	41.90	45.56	46.94	46.09	60.00	35.70	9	1	19	11	8	13	8	3
Cecil	2.04	99.49	48.26	44.60	37.64	43.38	48.51	34.22	10	10	11	14	20	16	12	4
Charles	1.60	77.83	45.56	38.85	53.66	46.73	53.88	16.93	18	21	13	21	2	11	10	18
Dorchester	1.88	99.11	43.87	45.09	40.43	44.03	60.47	17.30	13	11	17	12	15	15	7	17
Frederick	1.07	85.62	40.95	40.12	37.50	40.46	46.83	25.11	23	19	21	19	21	19	13	7
Garrett	2.60	108.72	54.01	41.04	38.12	50.52	....	....	4	6	5	18	18	5	....	....
Harford	1.62	83.96	40.14	37.82	38.77	40.41	....	25.81	17	20	22	22	16	21	....	6
Howard	1.92	102.00	41.83	44.69	37.98	41.99	....	19.71	12	9	20	14	19	18	....	13
Kent	2.92	111.29	61.01	61.07	49.84	56.33	101.07	22.47	1	4	2	2	4	1	2	8
Montgomery	2.30	97.98	51.98	57.50	53.36	55.59	....	16.69	8	12	6	3	3	2	....	20
Prince George's	1.33	92.66	49.29	50.61	41.98	44.90	53.90	21.26	21	16	10	9	14	14	9	10
Queen Anne's	2.42	124.15	55.43	44.32	49.39	52.83	71.56	18.31	6	2	4	17	5	4	5	14
St. Mary's	2.67	57.92	38.30	37.65	47.85	40.43	....	17.75	3	23	23	23	6	20	....	16
Somerset	1.93	92.14	46.45	44.51	34.04	39.58	27.67	15.45	11	17	12	16	23	22	16	22
Talbot	2.55	111.73	49.96	57.38	47.23	50.26	53.45	22.42	5	3	9	4	7	6	11	9
Washington	1.09	66.80	43.59	40.07	34.27	37.22	87.88	32.08	22	22	18	20	22	23	3	5
Wicomico	1.73	93.84	44.34	53.85	38.36	43.32	39.24	19.94	14	14	16	7	17	17	14	12
Worcester	1.69	104.51	50.30	45.01	44.13	47.04	38.20	15.60	15	8	8	13	13	10	15	21
Average	$ 1.75	$ 97.20	$47.38	$47.50	$42.92	$46.02	$ 59.67	$21.29	....	....	....	....	....	....	....	....
Baltimore City	2.43	135.50	....	....	....	*68.77	148.68	**51.96	....	....	....	....	....	....	....	....
Total State	$2.03	$108.99	....	....	....	$55.83	$109.92	$33.68	....	....	....	....	....	....	....	....

* Includes elementary schools, $66.14; junior high schools, $75.87 and vocational schools, $268.76.

** Includes elementary schools, $51.11; junior high schools, $52.60 and vocational schools, $137.39.

† Excludes cost of supervision.

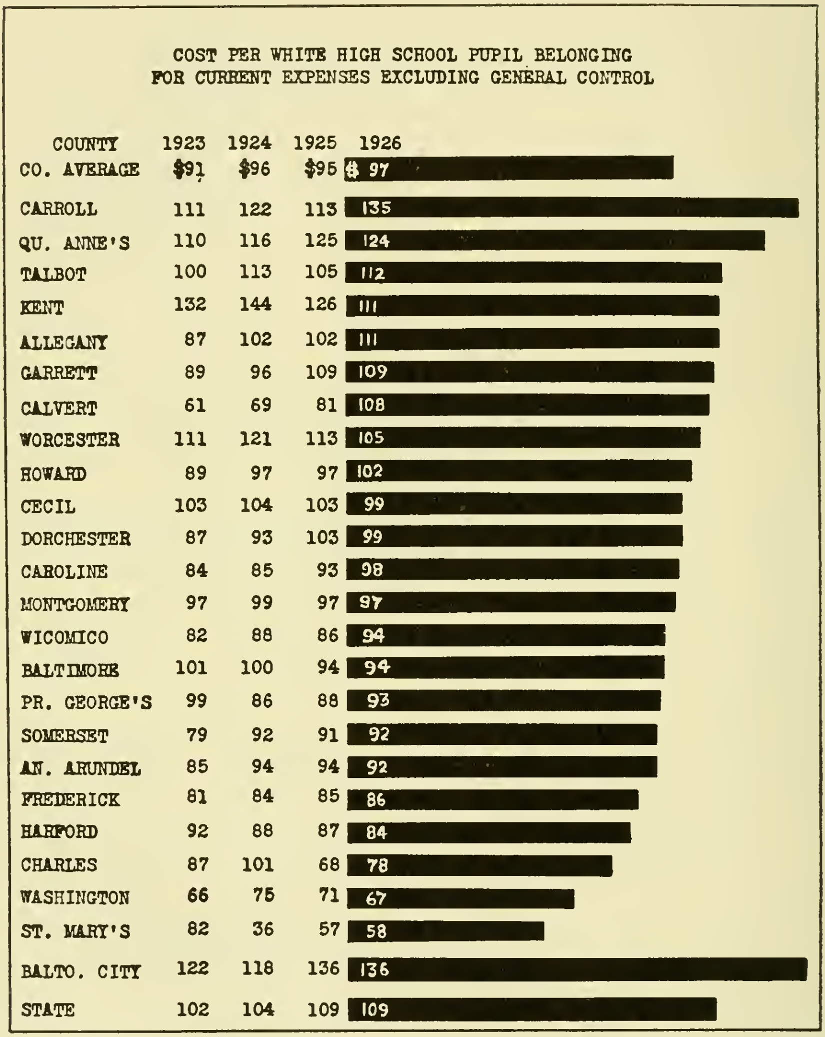
TABLE 92

COST, EXCLUDING GENERAL CONTROL, PER PUPIL BELONGING IN WHITE HIGH SCHOOLS FOR YEAR ENDING JULY 31, 1926

COUNTY	1926 Cost per White Day High School Pupil Belonging for						Rank in 1926 Cost per White Day High School Pupil for					
	Salaries	Other Costs of Instruction	Operation and Maintenance	Auxiliary Agencies	Total Current Expense	Capital Outlay	Salaries	Other Costs of Instruction	Operation and Maintenance	Auxiliary Agencies	Total Current Expense	Capital Outlay
County Average	$74.67	$6.86	$9.97	$5.70	$97.20	$72.65	......	......	......	......	......	......
Allegany	$83.07	$12.87	$12.31	$2.77	$111.02	$183.18	4	2	8	15	5	2
Anne Arundel	69.18	6.17	7.95	8.24	91.54	17.94	17	10	20	9	18	16
Baltimore	68.18	7.59	8.78	9.24	93.77	85.68	18	7	16	8	15	5
Calvert	83.05	6.64	18.65	....	108.34	41.13	5	8	1	22	7	7
Caroline	73.09	5.51	12.69	6.42	97.71	140.34	12	13	7	10	13	4
Carroll	109.43	10.97	13.91	.52	134.83	31.81	1	3	2	20	1	11
Cecil	82.59	5.41	9.47	2.02	99.49	32.52	6	15	13	18	10	10
Charles	58.47	4.45	9.25	5.66	77.83	2.60	21	20	14	13	21	20
Dorchester	69.26	6.16	11.46	12.23	99.11	.42	16	11	9	3	11	23
Frederick	72.27	4.78	6.88	1.69	85.62	30.88	13	19	21	19	19	12
Garrett	78.88	10.58	12.89	6.37	108.72	24.54	8	4	5	11	6	15
Harford	71.82	3.21	8.85	.08	83.96	26.03	15	23	15	21	20	13
Howard	79.83	6.24	10.04	5.89	102.00	14.18	7	9	11	12	9	17
Kent	77.91	8.28	13.18	11.92	111.29	.72	9	5	3	4	4	21
Montgomery	77.28	7.64	8.75	4.31	97.98	34.34	10	6	17	14	12	8
Prince George's	72.15	4.81	13.05	2.65	92.66	150.75	14	18	4	16	16	3
Queen Anne's	92.58	3.81	9.88	17.88	124.15	4.76	2	21	12	1	2	19
St. Mary's	37.07	15.76	5.09	....	57.92	57.92	23	1	22	22	23	6
Somerset	67.63	5.82	8.37	10.32	92.14	9.01	19	12	19	6	17	18
Talbot	87.81	5.39	8.51	10.02	111.73	.55	3	16	18	7	3	22
Washington	56.39	3.46	4.88	2.07	66.80	204.62	22	22	23	17	22	1
Wicomico	65.69	5.00	12.71	10.44	93.84	25.34	20	17	6	5	14	14
Worcester	76.41	5.44	10.31	12.35	104.51	32.96	11	14	10	2	8	9
Baltimore City	$110.56	$5.03	$18.45	$1.46	$135.50	$26.69	......	......	......	......	......	......
State	$85.72	$6.30	$12.58	$4.39	$108.99	$58.50	......	......	......	......	......	......

For basic data, see Table XXV, page 299.

CHART 41



COST PER WHITE HIGH SCHOOL PUPIL BELONGING
FOR CURRENT EXPENSES EXCLUDING GENERAL CONTROL

Montgomery County should show a cost per pupil of $98 and rank 12th instead of 13th for 1926.

Carroll provided a variety of special subjects for all high school pupils, in addition to all of the regular academic subjects, which resulted in a low pupil teacher ratio, especially since there are a number of small high schools. Since the county gives no aid to transportation of high school pupils, transportation plays no part in increasing costs. On the other hand, while Queen Anne's provides manual training and home economics for all high school pupils and vocational agriculture in one school, through consolidation of all pupils into five schools to which transportation is provided, the salary cost per pupil is $17 less than in Carroll, but there is a cost of transportation per pupil of nearly $18. By consulting the right side of Table 92, each county may see how it ranks with other counties in the various items of expenditure in high school. In general, a county which ranks high in number belonging per teacher will rank low in cost per pupil for salaries, *e. g.*, Charles, Wicomico, Baltimore, Anne Arundel, Frederick and Harford; and *vice versa* counties low in number belonging per teacher will rank high in cost per pupil for salaries, *e. g.*, Carroll, Queen Anne's, Calvert, Cecil, Talbot, Howard, Kent and Garrett.

Calvert, St. Mary's, Harford and Carroll Counties are using no county funds toward high school transportation charges. They, therefore, rank lowest in the State in expenditure per pupil for auxiliary agencies. In Allegany, Cecil, Washington, Prince George's, Dorchester, Somerset, Talbot, Wicomico and Worcester, no charges are made to high school pupils for transportation by school bus. In the first three counties listed transportation is required for only a limited number of pupils—26 to 78, but in the last six counties mentioned the number transported varies from 118 to 272. Worcester, Dorchester, Wicomico, Somerset and Talbot rank among the counties spending the most per pupil for auxiliary agencies. The ten counties not mentioned in this paragraph charge high school pupils amounts varying from $1.50 to $4 per month, two counties making the charge 20 cents per day.*

COST OF VOCATIONAL WORK IN COUNTY HIGH SCHOOLS

The maximum allotment to Maryland from the federal government under the Smith-Hughes Act is $96,052, of which $33,864 is dedicated to agriculture, $48,418 to industrial education and home economics, and $13,770 to teacher training. The amount actually received from federal funds ($71,960) was $24,092 less than the allotment. Of the total received $28,901 was expended for agriculture, $33,745 for trade and industry and home economics, and $9,314 for teacher training and supervision.

In addition to the federal appropriation, the State expended towards salaries of vocational teachers $12,172 and the counties and Baltimore City contributed $89,818, making the total disbursement $173,950.

The funds provided in each county for the salaries of teachers of vocational agriculture, vocational home economics and evening industrial work are included in Table 93. The source of

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* For a further discussion of transportation, see pages 212-216.

TABLE 93

SALARY COST OF VOCATIONAL EDUCATION IN MARYLAND COUNTIES FOR YEAR ENDING JULY 31, 1926

COUNTY	Expenditures for Salaries of County Vocational Teachers from				Enroll-ment	Voc. Ed. Salary Cost per Pupil Enrolled
	County Funds	State Funds	Federal Funds	Total		
AGRICULTURE						
Frederick	$ 3,135.18	$783.79	$ 3,918.97	$ 7,837.94	129	$61.00
Montgomery	2,496.00	624.00	3,120.00	6,240.00	95	66.00
Garrett	2,345.63	586.40	2,932.02	5,864.05	103	57.00
Carroll	2,267.77	566.94	2,834.71	5,669.42	87	65.00
Harford	1,574.40	393.60	1,968.00	3,936.00	58	68.00
Prince George's	1,480.00	370.00	1,850.00	3,700.00	76	49.00
Howard	1,262.84	315.71	1,578.53	3,157.08	55	57.00
Worcester	1,050.00	262.50	1,312.50	2,625.00	33	80.00
Queen Anne's	920.00	230.00	1,150.00	2,300.00	26	88.00
Talbot	859.68	214.92	1,074.59	2,149.19	36	60.00
Allegany	840.00	210.00	1,050.00	2,100.00	42	50.00
Cecil	818.33	204.58	1,022.88	2,045.79	31	66.00
Dorchester	678.32	169.58	847.90	1,695.80	34	50.00
Somerset	600.00	150.00	750.00	1,500.00	26	58.00
Washington	575.00	143.75	718.75	1,437.50	21	68.00
Anne Arundel	497.78	124.44	622.22	1,244.44	14	89.00
Charles (Col.)	220.00	55.00	275.00	550.00	10	55.00
Totals for Agriculture	$21,620.93	$5,405.21	$27,026.07	$54,052.21	876	$62.00
HOME ECONOMICS						
Garrett	$2,179.02	$ 544.76	$ 2,723.76	$ 5,447.54	203	$27.00
Prince George's	980.00	245.00	1,225.00	2,450.00	47	52.00
Worcester	960.00	240.00	1,200.00	2,400.00	90	27.00
Frederick	520.00	130.00	650.00	1,300.00	23	56.00
Howard	480.00	120.00	600.00	1,200.00	29	41.00
Montgomery	422.40	105.60	528.00	1,056.00	26	41.00
Harford	384.00	96.00	480.00	960.00	21	46.00
Somerset	319.98	80.01	400.00	799.99	36	22.00
Anne Arundel	280.00	70.00	350.00	700.00	24	29.00
Totals Home Economics	$ 6,525.40	$1,631.37	$ 8,156.76	$16,313.53	499	$33.00
*INDUSTRIAL						
Un. of Md. (Bureau of Mines)	$ 2,705.72	....	$ 2,705.72	$ 5,411.44	193	$28.00
Anne Arundel (Colored)	200.20	50.05	250.25	500.50	41	12.00
Washington	54.00	56.00	110.00	220.00	63	3.50
Totals for Evening Industrial	$ 2,959.92	$ 106.05	$ 3,065.97	$ 6,131.94	297	$21.00
Grand Total	$31,106.25	$7,142.63	$38,248.80	$76,497.68	1,672	....

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* Evening industrial

funds used for this purpose, county (0.4), state (0.1) and federal government (0.5) are given in the first three columns, and the expenditure per pupil for the salary of the teacher of vocational education will be found in the last column. The counties are arranged from highest to lowest in the order of the total amount spent for salaries of teachers of vocational agriculture and vocational home economics.

Frederick, Montgomery, Garrett and Carroll headed the list with salary expenditures totalling from $7,800 to $5,670.

The average cost per pupil for the salary of the teacher of vocational agriculture was $62, the same amount as in 1925. The per pupil amounts in the various counties ranged from $89 in the Arundel High School at Millersville, $88 in the Sudlersville School in Queen Anne's County, and $80 in the Berlin and Snow Hill High Schools of Worcester County, to $50 in the Hurlock and East New Market High Schools of Dorchester and the Flintstone High School of Allegany County and $49 in the Hyattsville and Baden High Schools in Prince George's.

In vocational home economics Garrett heads the list with an expenditure of $5,448, while Prince George's and Worcester spent about $2,400. The average expenditure per pupil for salaries of home economics teachers ($33) was $3 larger than in 1925. The variation in expenditure ranged from $22 in Somerset County to $56 in Frederick County.

The expenditure for salaries under the supervision of the Bureau of Mines ($5,411) was larger by $1,386 than the previous year and the cost for each man instructed was $21, $4 more than in 1925.

Washington County spent $220 for evening industrial classes, which amounted to $3.50 for each student attending.

TABLE 94

SALARY EXPENDITURES IN BALTIMORE CITY FOR VOCATIONAL EDUCATION YEAR ENDING JULY 31, 1926

TYPE OF SCHOOL	From City Funds	From Federal Funds	Total	Enrollment	Vocational Education Salary Cost per Pupil Enrolled
Day Industrial	$38,423.77	$14,463.43	$52,887.20	523	$101
Part-time Industrial	1,300.00	1,300.00	2,600.00	182	14
Evening Industrial	5,232.00	5,232.00	10,464.00	524	20
Evening Home Economics	6,112.62	1,526.88	7,639.50	1,093	7
Totals	$51,068.49	$22,522.31	$73,590.70	2,322	....

In Baltimore City the total expenditure for salaries of vocational teachers was $73,591, of which two-thirds was used for day vocational schools. The salary expenditure per pupil was $101 in these schools, a reduction of $7 under 1925. In part time industrial classes the pupil salary cost was $14, an increase of $9 over 1925, and in evening industrial and home economics classes it was $20 and $7 per pupil, an increase of $6 and a decrease of $2 respectively when compared with 1925. (See Table 94.)

Expenditures for supervision and teacher training in agriculture, home economics, trade and industry from State, university and federal funds are included in Table 95.

TABLE 95

EXPENDITURES FOR SUPERVISION AND TEACHER TRAINING IN VOCATIONAL EDUCATION, YEAR ENDING JULY 31, 1926

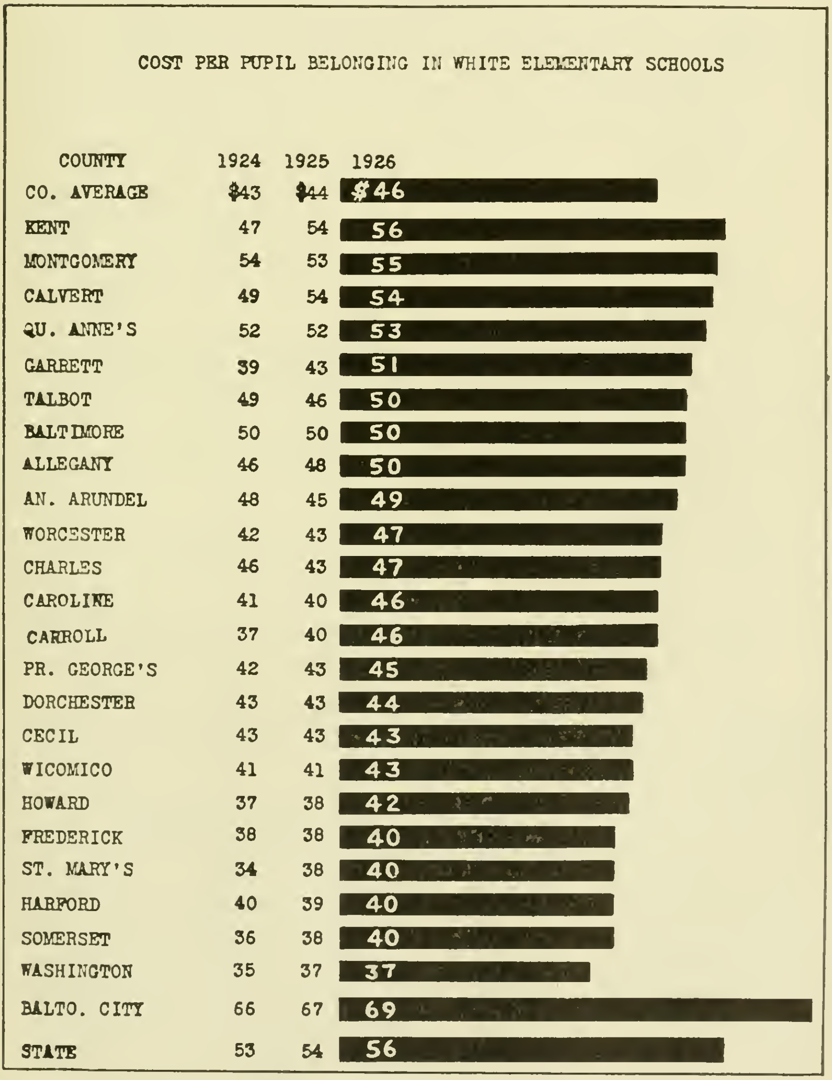
PURPOSE	Administration and Supervision		Teacher-Training		Total	
	State Funds	Federal Funds	Un. of Md. Funds	Federal Funds	State and University Funds	Federal Funds
Agriculture...	$4,303.87	$2,918.64	$3,129.97	$3,129.96	$ 7,433.84	$ 5,949.60
Trade and Industry...	654.64	654.66	1,807.19	1,807.20	2,461.83	2,461.86
Home Economics	71.26	71.26	2,706.06	2,706.03	2,777.32	2,777.29
Totals.....	$5,029.77	$3,545.56	$7,643.22	$7,643.19	$12,672.99	$11,188.75

COST PER PUPIL IN WHITE ELEMENTARY SCHOOLS

The 1926 current cost per pupil in white elementary schools, excluding general control, varied from $56 in Kent and Montgomery Counties to $37 in Washington County, as shown in Chart 42. Eight counties (Kent, Montgomery, Calvert, Queen Anne's, Garrett, Talbot, Baltimore and Allegany) had costs of $50 or more, and five (Washington, Somerset, Harford, St. Mary's and Frederick) had costs of $40 or less. The remaining eleven counties spent from $41 to $49 for each elementary school pupil. (See Chart 42, in which the counties are ranked in the order of expenditure per pupil; Table 96, in which the distribution of expenditure per pupil for various items entering into the cost is given for the counties arranged alphabetically, and Table XXVI, page 300, in which disbursements in each county for white elementary schools are given.)

All counties show increases over expenditures in 1925, although in Baltimore County the increase is only seven cents per pupil, and in Calvert, Washington and Cecil, 36, 50 and 54 cents, respectively. The greatest increases are found in Garrett—$7.68, in Caroline $6.48 and in Carroll $5.89, while there are three counties with increases per pupil of over $4—Worcester, Talbot and Anne Arundel.

CHART 42



COST PER PUPIL BELONGING IN WHITE ELEMENTARY SCHOOLS

Note.—The 1926 cost in Montgomery above should read $56 instead of $55.

TABLE 96

COST PER PUPIL IN WHITE ELEMENTARY SCHOOLS FOR THE MAIN SUBDIVISION OF EXPENDITURES, EXCLUSIVE OF GENERAL CONTROL, FOR YEAR ENDING JULY 31, 1926.

COUNTY	1926 Cost per White Elementary School Pupil Belonging for								Rank in 1926 Cost per Pupil Belonging for							
	Supervision	Salaries	Text Books and Other Instruction Costs	Operation	Maintenance	Auxiliary Agencies	Total Current Expenses	Capital Outlay	Supervision	Salaries	Textbooks and Other Instruction Costs	Operation	Maintenance	Auxiliary Agencies	Total Current Expense	Capital Outlay
County Average	$1.35	$34.41	$2.31	$3.49	$1.81	$2.65	$46.02	$12.64	......	......	......	......	......	......	......	......
Allegany	1.41	37.02	3.39	4.02	1.49	2.31	49.64	2.70	12	7	1	6	11	14	8	12
Anne Arundel	1.12	32.17	2.76	4.06	1.24	7.68	49.03	10.93	17	17	4	5	17	2	9	5
Baltimore	1.48	38.05	2.34	3.84	1.53	2.86	50.10	48.74	10	5	8	7	10	12	7	1
Calvert	2.48	38.14	1.85	2.03	.48	8.99	53.97	17.25	2	4	17	22	22	1	3	4
Caroline	1.20	32.87	2.09	5.12	1.29	3.74	46.31	1.23	16	15	11	2	16	8	12	17
Carroll	1.58	a35.78	2.06	3.39	1.37	1.91	46.09	2.19	8	a9	12	9	14	17	13	13
Cecil	.79	34.42	1.66	3.28	1.31	1.92	43.38	3.47	19	10	20	12	15	16	16	10
Charles	.73	37.53	1.48	2.34	1.47	3.18	46.73	1.86	21	6	23	19	12	11	11	15
Dorchester	1.83	31.04	2.76	2.09	1.91	4.40	44.03	.23	5	22	5	21	9	7	15	19
Frederick	1.30	31.73	2.18	3.30	1.18	.77	40.46	5.36	14	19	9	11	18	20	19	7
Garrett	2.87	39.53	2.10	2.96	2.80	.26	50.52	4.19	1	2	10	16	4	22	5	9
Harford	1.46	32.28	1.76	3.31	1.08	.52	40.41	4.57	11	16	19	10	19	21	21	8
Howard	1.53	31.10	2.03	3.10	.83	3.40	41.99	2.01	9	21	14	14	20	10	18	14
Kent	2.03	39.77	3.24	5.13	2.66	3.50	56.33	.18	4	1	3	1	5	9	1	22
Montgomery	1.27	36.84	3.27	5.01	4.22	4.98	55.59	52.75	15	8	2	3	1	5	2	2
Prince George's	.76	32.16	1.95	3.81	3.84	2.38	44.90	24.29	20	18	15	8	2	13	14	3
Queen Anne's	2.16	39.01	2.75	3.16	.47	5.28	52.83	.24	3	3	6	13	23	4	4	18
St. Mary's	1.75	33.17	1.60	1.76	2.15	......	40.43	......	6	12	21	23	7	23	20	23
Somerset	.66	31.30	2.44	2.10	.79	2.29	39.58	3.05	23	20	7	20	21	15	22	11
Talbot	1.31	33.06	2.06	5.01	2.40	6.42	50.26	.21	13	13	13	4	6	3	6	21
Washington	.73	29.71	1.80	2.67	1.40	.91	37.22	.22	22	23	18	18	13	18	23	20
Wicomico	1.73	32.98	1.51	3.10	3.14	.86	43.32	1.32	7	14	22	15	3	19	17	16
Worcester	1.11	34.11	1.92	2.96	2.11	4.83	47.04	6.75	18	11	16	17	8	6	10	6
*Baltimore City	*$ .86	*$51.43	*$2.39	*$6.26	*$4.96	*$2.87	*$68.77	*$41.75	......	......	......	......	......	......	......	......
State	1.13	41.75	2.34	4.69	3.17	2.75	55.83	25.19	......	......	......	......	......	......	......	......
* Includes																
Elementary	$ .79	$ 48.69	$ 2.10	$ 6.25	$ 5.07	$3.24	$ 66.14	$30.91	......	......	......	......	......	......	......	......
Junior High	.76	61.33	3.05	5.88	3.64	1.21	75.87	92.86	......	......	......	......	......	......	......	......
Vocational	17.96	161.96	29.98	23.15	35.44	.27	268.76	17.39	......	......	......	......	......	......	......	......

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the time of some high school teachers was given to elementary work.

Teachers' Salary Cost Per Pupil

The teacher's salary is the major item of cost in an elementary school education. The amount of salary cost per pupil is dependent on the two factors—size of class and salary. The counties with large classes in general rank low in cost per pupil as illustrated by Washington, Anne Arundel, Prince George's and Howard; while those with small classes rank high in cost per pupil, as shown by Garrett, Charles, Kent, Calvert and Queen Anne's. Baltimore County, with larger classes than are found in any other county, which would normally make it rank low in salary cost per pupil, ranks high, because it has much higher salaries than any other county in the State. High salaries act also as a counteracting tendency in Allegany and Montgomery, raising the rank in cost per pupil for salaries higher than they would be based on size of class only. Salary costs vary from $29.71 in Washington to $39.77 in Kent. (See columns 2 and 10 of Table 96, Column 5 of Table XXVI, page 300, and Table 77 and Chart 36, pages 172 and 177.)

Supervision Cost for Each White Elementary School Pupil

The cost for supervision varies from 66 cents in Somerset County to $2.87 in Garrett County. Somerset County is entitled to an additional supervisor, while Garrett County has its full quota based on the number of elementary school teachers in the county. Washington, Prince George's, Montgomery, Harford, Frederick, Cecil, Baltimore, Anne Arundel and Allegany had enough teachers to justify the employment of at least one more supervisor than the number actually in service. With two exceptions (Caroline and Talbot), all counties spending less than $1.50 per pupil for supervision had an inadequate number of supervising or helping teachers. (See columns 1 and 9 of Table 96, column 4 of Table XXVI, page 300; and Table XIII, page 287, for the number of supervisors and teachers in each county.)

Cost of Books and Materials Per Elementary School Pupil

There was available in 1926 from State funds for each pupil belonging in all types of schools, $1.04, 83 cents for books and 21 cents for materials of instruction. The actual expenditure in the counties for these purposes for each white elementary school pupil was $2.31, more than twice as much. The maximum expenditure, over three times as much, was made in Allegany and the minimum $1.48 appeared in Charles County. Eleven counties spent more than $2.08, over twice as much as was received from the State for each pupil. In the order of the amount spent, these counties were Allegany, Montgomery, Kent, Anne Arundel, Dorchester, Queen Anne's, Somerset, Baltimore, Frederick, Garrett and Caroline. Six counties did not spend from county funds an amount equal to three-fourths of the appropriation available from State funds. They were: Charles, $1.48; Wicomico, $1.51; St. Mary's, $1.60; Cecil, $1.66; Harford, $1.76, and Washington, $1.80. The greatest increases over 1925 occurred in Kent, Caroline, Anne Arundel, Dorchester and Frederick, in which the increases ranged from $1.07 to $.61. Two counties showed large decreases from 1925—viz., Calvert, $1.36, and Somerset, $0.88. (See columns 3 and 11 of Table 96 and columns 6, 7 and 8 of Table XXVI.)

A number of counties exercise economy in their expenditures for books by prolonging their life through greater care in their use by teachers and pupils. The following is taken from a letter sent to the teachers of Baltimore County by Miss Crew and Miss Grace:

> "It is very gratifying to note that in many of the classes all the texts are suitably covered. This means not only a longer life for the book, but an opportunity to impress upon the pupils the importance of properly protecting materials loaned to them. Please be especially careful with the new readers that are to be used by several sections of a grade to see that they are kept clean and free of blots and markings."

The use of supplementary reading material which is distributed to many classes in a county by the supervisors, which is the practice in many of the counties, is described in the following extract from the report of Miss Gillis of Wicomico County:

> "In our office we have sets of readers for the primary grades that are not listed as supplementary, but are distributed by the supervisors to classes that are ready for them. In spite of the fact that our superintendent gave us several hundred extra books this year, we ran short of material before May. The majority of our classes in Grades 2 and 3 are reading two basal and three supplementary readers in lieu of one basal and one supplementary before reading became a state-wide objective. We can scarcely realize how we got along before we had the distribution of the so-called traveling library."

The large expenditure for books shown in Allegany County is probably explained by the inclusion in this amount of expenditures for classroom libraries.

> "Probably the greatest incentive for securing fifty or more library books in every classroom (one of the county objectives) was furnished by the county superintendent, who promised every *classroom* raising a sum of ten dollars for library books an additional ten dollars for the same purpose."*
>
> "More than half the rooms have met this goal. Practically every school made the request, so that about four thousand five hundred dollars was spent in the elementary schools for additional books for the library."†

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* Adapted from report of Miss McGeady, Allegany County.
† Adapted from report of Miss Compton, Allegany County.

Operation and Maintenance Cost Per Elementary School Pupil

Although county-wide expenditures for operation and maintenance were practically the same as those for the preceding year, there were considerable differences in the counties. For cleaning and heating buildings costs ranged from $5.13 per pupil in Kent to $1.76 per pupil in St. Mary's. Great gains over last year were made by Talbot and Caroline, both of these counties which were below the average in expenditure in 1925 spending over five dollars per pupil in 1926. In 1926 Dorchester spent only $2.09 per pupil, $1.29 less than the preceding year. (See 4th and 12th columns of Table 96 and 10th column of Table XXVI, page 300.)

For repairs of building and equipment and rent the counties varied in expending amounts from 47 and 48 cents in Queen Anne's and Calvert, to $4.22 per pupil belonging in Montgomery County. Calvert and Kent decreased expenditures under 1925 by $2.67 and $2.23, respectively; Washington by $1.04, Queen Anne's by 93 cents, and Harford, St. Mary's and Frederick by 76, 60 and 50 cents per pupil, respectively. Wicomico, Montgomery, Worcester, Allegany, Garrett, Talbot, Caroline, Anne Arundel, Prince George's and Caroline increased expenditures for repairs per pupil over 1925 from $1.38 to 32 cents. (See 5th and 13th columns of Table 96 and 11th column of Table XXVI, page 300.)

Cost of Auxiliary Agencies Per Elementary School Pupil

For auxiliary agencies which include costs for transportation, libraries and health, expenditures per pupil varied in the counties from nothing in St. Mary's and 26 cents in Garrett to $8.99 in Calvert, where a new method of transportation by boat at Solomon's Island was introduced in the school year 1926. Calvert, Anne Arundel, Talbot, Queen Anne's, Montgomery, Worcester and Dorchester all spent more than $4 per pupil for these purposes. St. Mary's, Garrett, Harford, Frederick, Wicomico and Washington Counties all spent less than $1 per pupil for these purposes. Calvert and Howard made the greatest increases in expenditure for auxiliary agencies per pupil over 1925, $6.57 and $3.01, respectively. Anne Arundel, Charles, Queen Anne's and Allegany increased expenditures per pupil from $1.60 to $1.07 over last year. Prince George's, Baltimore and Garrett spent slightly less for auxiliary agencies per pupil than during the preceding year. (See 6th and 14th columns in Table 96 and 12th column in Table XXVI, page 300.)

The question of transportation of pupils is discussed on pages 212-216.)

Expenditure per Pupil for Elementary School Libraries

A tabulation of expenditures for elementary school libraries reported under auxiliary agencies in 1925 and 1926 has been made for the various counties which have been ranked on the expenditure for libraries per teacher in 1926. These figures are incomplete and not absolutely comparable from two causes. In some counties expenditures for classroom libraries were reported under cost of books, as for example, in Allegany County (see page 206.) Some counties included under expenditures for libraries the amount collected by the community, while others included only the amount contributed toward such libraries by the county board of education. If a county includes among disbursements for libraries amounts raised by the community, a

TABLE 97

EXPENDITURES FOR LIBRARIES IN WHITE ELEMENTARY SCHOOLS 1925 AND 1926.

COUNTY	EXPENDITURES FOR WHITE ELEMENTARY SCHOOL LIBRARIES					
	Total Expenditures		Expenditure per School		Expenditure per Teacher	
	1925	1926	1925	1926	1925	1926
Total and Average	$4,882	$5,363	$3.20	$3.63	$1.60	$1.74
Wicomico	394	616	6.91	10.80	3.65	5.70
Somerset	300	460	7.32	11.22	3.61	5.48
Caroline	863	376	19.62	8.95	11.21	4.95
Talbot	137	219	5.49	9.13	2.36	3.91
Garrett	493	678	3.31	4.52	2.68	3.63
Montgomery	496	334	8.00	5.38	3.75	2.51
Calvert	62	62	1.93	2.50	1.77	2.08
Carroll	42	366	.36	3.21	.23	1.99
Harford	80	210	1.16	3.04	66	1.68
Allegany	360	490	3.91	5.38	1.17	1.60
Prince George's	377	281	5.39	4.07	2.11	1.53
Washington	209	391	1.85	3.55	.74	1.37
Frederick	230	290	1.77	2.32	.97	1.24
Dorchester	9	89	.17	1.67	.10	.94
Cecil	85	78	1.44	1.31	.85	.77
Anne Arundel	54	113	1.03	2.30	.37	.74
Worcester	180	60	4.09	1.46	2.20	.74
Baltimore	210	240	2.06	2.42	.64	.68
Howard	150	10	3.66	.29	2.34	.17
Charles	122	....	2.70	....	1.93	....
Kent	19	....	.57	....	.32	....
St. Mary's	10	....	.19	....	.17	....
Queen Anne's	....	....	....	....	....	....

note in the annual financial report should indicate the amount so included.

Section 167 of Article 77 reads as follows:

> "For the further encouragement of education, district libraries ought to be established in each schoolhouse district under the care of the teacher, as librarian; for this purpose the sum of *ten dollars per annum* is ordered *to be paid* by the board of county school commissioners *out of the state school fund*, to any schoolhouse district *as library money, as long as the people of the district raise the same amount annually;* the books must be selected by the board of district school trustees and teachers from a list to be furnished by the State Board of Education.
>
> "By-Law 42.
>
> "The district board of school trustees shall co-operate with the principal teacher in raising funds to purchase library books if the school is not already well provided with this necessary equipment, and shall file an application with the county board of education for an appropriation of ten dollars, when the school shall have raised an equal amount."

The Montgomery County Board of Education has adopted a book plate to be used in the books belonging to public school libraries. The purpose of the plate is to impress upon those who take books from the school libraries that they must be cared for and promptly returned. The idea for the book plate originated with the education committee of the Montgomery County Federation of Women's Clubs.

Capital Outlay Expenditures per White Elementary School Pupil

For capital outlay per pupil expenditures ranged from 0 in St. Mary's to $48.74 in Baltimore County and $52.75 in Montgomery. Prince George's spent $24.29 per pupil, Calvert $17.25 and Anne Arundel $10.93. (See 8th and last columns in Table 96 and last column in Table XXVI, page 300.)

COMPARATIVE COST IN GRADED AND RURAL SCHOOLS

The education of pupils in graded schools costs less than in one- and two-teacher schools, the two-teacher schools being the most expensive of the three types of schools. Excluding costs of general control and supervision, the current cost per pupil in graded schools was $43, in one-teacher schools $47, and in two-teacher schools $48. (See Table 98. The distribution of expenditures in these types of schools is given at the bottom of Tables XXVII-XXIX, pages 301 to 303.)

The expenditure per pupil for teachers' salaries was lowest in the graded schools and highest in one-teacher schools, due to the larger classes in the graded schools and the smaller classes in one-teacher schools. For cleaning and heating buildings costs were highest in graded schools and lowest in one-teacher schools, because of the employment of janitors in the larger schools and higher costs of fuel in the larger centers. For repair of buildings expenses per pupil were lowest in graded schools and highest in one-teacher schools. For health, libraries and transportation, the graded schools, of course, had the highest costs.

In ten of the counties current costs were highest in one-teacher schools, and lowest in graded schools. In the other counties peculiar conditions brought about highest costs in either the graded or two-teacher schools. In Charles the graded schools at Indian Head and Glasva were the most expensive in the county. In Calvert and Montgomery the two-teacher schools cost most and the one-teacher schools least. In Talbot, Anne

TABLE 98

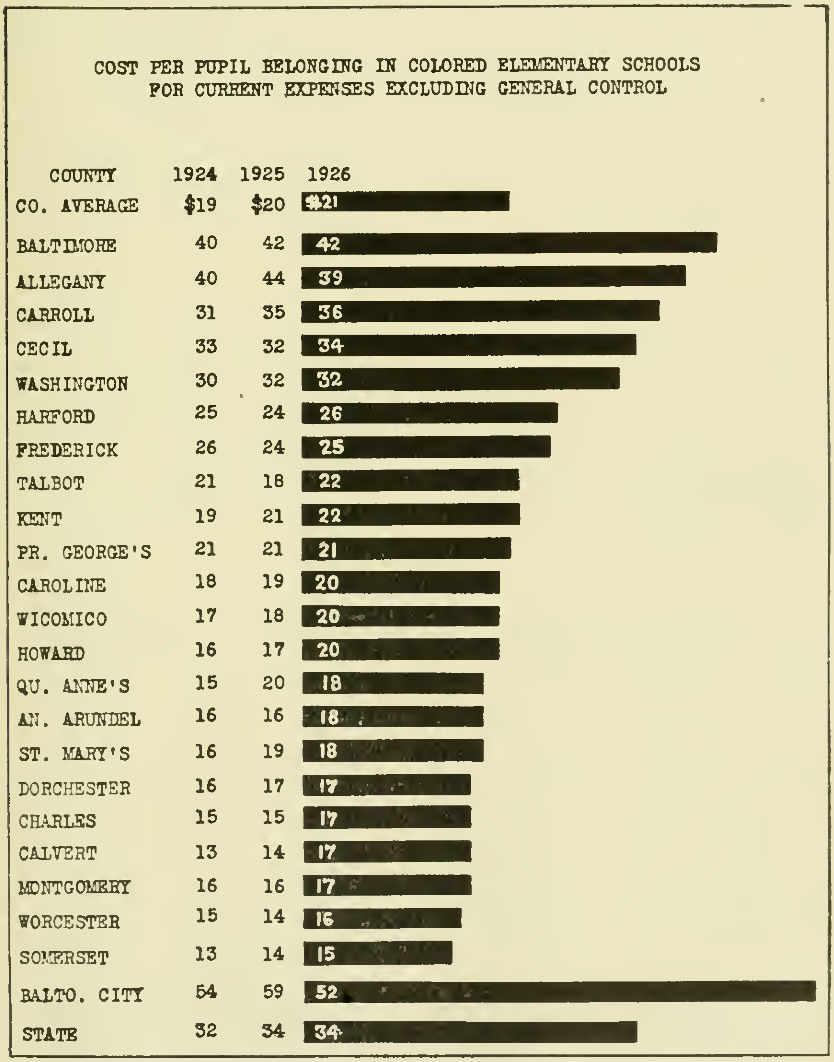
1926 CURRENT EXPENSE COST PER PUPIL BELONGING IN WHITE ELEMENTARY SCHOOLS

EXPENSES FOR GENERAL CONTROL AND SUPERVISION ARE EXCLUDED

Having One Teacher		Having Two Teachers		Having Three or More Teachers	
County	Cost Per Pupil	County	Cost Per Pupil	County	Cost Per Pupil
County Average	$47	County Average	$48	County Average	$43
Baltimore	61	Calvert	70	Calvert	64
Kent	61	Kent	61	Charles	54
Allegany	60	Montgomery	58	Montgomery	53
Queen Anne's	55	Talbot	57	Kent	50
Garrett	54	Baltimore	57	Queen Anne's	49
Montgomery	52	Anne Arundel	54	St. Mary's	48
Anne Arundel	52	Wicomico	54	Talbot	47
Talbot	50	Allegany	52	Carroll	47
Worcester	50	Prince George's	51	Allegany	47
Prince George's	49	Caroline	46	Anne Arundel	46
Cecil	48	Carroll	46	Baltimore	46
Somerset	47	Dorchester	45	Caroline	45
Charles	46	Worcester	45	Worcester	44
Calvert	45	Howard	45	Prince George's	42
Caroline	45	Cecil	45	Dorchester	40
Dorchester	44	Somerset	45	Harford	39
Washington	44	Queen Anne's	44	Wicomico	38
Wicomico	44	Garrett	41	Garrett	38
Carroll	42	Frederick	40	Howard	38
Howard	42	Washington	40	Cecil	38
Frederick	41	Charles	39	Frederick	38
Harford	40	Harford	38	Washington	34
St. Mary's	38	St. Mary's	38	Somerset	34

Arundel, Wicomico, Prince George's, Caroline, Dorchester and Howard, the two-teacher schools cost more than the one-teacher schools. In Queen Anne's and Harford the two-teacher schools cost less than the graded schools. In Carroll the graded schools cost most and the one-teacher schools the least. (See Table 98.)

CHART 43



COST PER PUPIL IN COLORED SCHOOLS

The average current cost per colored high school pupil was 96 cents higher than in 1925. The range in cost was from $180 in Allegany to $28 in Somerset, the average being $60. Seven of the 16 counties spent smaller amounts per pupil than in the preceding year, although in only three of these counties, Frederick, Somerset and Wicomico, were total expenditures less than in 1925. (See Table 91, page 304, and Table XXX, page 304.)

For colored elementary school pupils the cost in each county is shown in Chart 43. The amounts vary from $42 in Baltimore County to $15 in Somerset. Only three counties, Allegany, Queen Anne's and St. Mary's, spent less per colored elementary school pupil and in the aggregate for current expense in 1926 than in 1925. In Talbot, Howard and Calvert increases in expenditure for each colored elementary school pupil were as high as $3 and $4. (See Chart 43, Table 91, page 196, and Table XXXI, page 305.)

TRANSPORTATION OF PUPILS

County expenditures for transportation in 1926 ($312,495) were $70,500 higher in 1926 than in 1925. The growth in the importance of transportation since 1910 is illustrated in Table 99 by expenditures, the number of counties providing transportation and the number of pupils transported. All of the counties except St. Mary's provide transportation for some pupils. The number of pupils transported in 1926 (10,567) is nearly 2,000 more than the corresponding number in 1925.

TABLE 99

Year	Expenditures for Transportation	Number of Counties	Number of Pupils Transported
1910	$5,210	4	....
1915	17,270	10	....
1920	64,734	18	....
1921	84,870	18	....
1922	90,011	18	....
1923	132,591	20	4,334
1924	188,516	21	6,499
1925	242,041	22	8,618
1926	312,495	22	10,567

The boards of education in Baltimore and Montgomery Counties have purchased 6 and 12 busses, respectively, for the transportation of pupils. Each of these counties used in addition 17 and 7 busses furnished by contractors. All of the other counties used only busses furnished by contractors or public conveyances. There were 257 motor and 14 horse-drawn vehicles and 1 motor boat furnished by contractors, which added to the 18 owned by the counties, made a total of 290 vehicles used for transportation of pupils in 22 of the counties.

In 1926 Baltimore County spent nearly $45,000 for transportation, Anne Arundel $37,500, Allegany $24,000, Dorchester $21,000, Montgomery $19,000, and Worcester $18,000. Over one-half of the counties are spending $10,000 or more for this serv-

TABLE 100

10,500 MARYLAND PUPILS TRANSPORTED IN 1926 AT EXPENSE OF COUNTIES.

COUNTY	Pupils Transported			Expenditures for Transportation		
	Total	To High School	To Elementary School	Total	To High School	To Elementary School
Total	10,567	2,849	7,718	$312,494.62	$83,724.40	$228,770.22
Baltimore	1825	502	1,323	44,715.38	12,453.23	32,262.15
Anne Arundel	1,433	136	1,297	37,449.46	4,096.64	33,352.82
Dorchester	884	272	612	21,012.06	8,436.06	12,576.00
Montgomery	753	293	460	19,084.23	2,878.36	16,205.87
Worcester	619	248	371	18,258.65	7,371.81	10,886.84
Allegany	565	78	487	24,101.57	3,825.35	20,276.22
Prince George's	543	118	425	15,147.48	2,575.00	12,572.48
Talbot	468	137	331	16,016.25	4,618.29	11,397.96
Caroline	449	122	327	11,567.70	3,302.00	8,265.70
Somerset	402	179	223	10,747.00	5,775.00	4,972.00
Queen Anne's	372	148	224	14,302.38	5,136.75	9,165.63
Washington	353	70	283	11,139.10	2,459.76	8,679.34
Carroll	273	......	273	7,651.23	....	7,651.23
Frederick	263	57	206	8,313.05	1,782.90	6,530.15
Wicomico	263	192	71	10,432.50	8,069.63	2,362.87
Howard	233	61	172	8,512.04	2,087.57	6,424.47
Kent	218	83	135	9,183.64	3,802.72	5,380.92
Charles	198	53	145	5,903.00	1,093.00	4,810.00
Cecil	191	26	165	7,300.50	1,025.00	6,275.50
Calvert	144	......	144	7,061.45	....	7,061.45
Garrett	93	73	20	3,276.27	2,935.33	340.94
Harford	25	1	24	1,319.68	....	1,319.68
St. Mary's	......	......	......	....	....	....

ice. A committee of superintendents, of which Clarence G. Cooper is chairman, is studying the conditions of transportation and will publish a bulletin on the subject before the next report is available.

Transportation to High and Elementary Schools

The distribution of pupils transported and expenditures for transportation in high and elementary schools of each county are given in Table 100. The high schools are responsible for 27 per cent of the pupils transported and of the expenditures for

TABLE 101

ANNUAL AND DAILY COST TO COUNTY PER MARYLAND COUNTY PUPIL TRANSPORTED IN 1926.

Elementary Schools			High Schools		
County	Cost of Transportation Per		County	Cost of Transportation Per	
	Year	Day		Year	Day
County Average	$29.64	$.16	County Average	$29.39	$.16
Harford	54.99	.29	Allegany	49.04	.25
Calvert	49.04	.27	Kent	45.82	.25
Allegany	41.63	.21	Wicomico	42.03	.23
Queen Anne's	40.92	.21	Garrett	40.21	.21
Kent	39.86	.22	Cecil	39.42	.21
Cecil	38.03	.20	Washington	35.14	.19
Howard	37.35	.20	Queen Anne's	34.71	.18
Montgomery	35.23	.19	Howard	34.22	.18
Talbot	34.43	.19	Talbot	33.71	.18
Wicomico	33.28	.18	Somerset	32.26	.18
Charles	33.17	.18	Frederick	31.28	.17
Frederick	31.70	.17	Dorchester	31.01	.17
Washington	30.67	.17	Anne Arundel	30.12	.16
Prince George's	29.58	.16	Worcester	29.73	.16
Worcester	29.34	.16	Caroline	27.07	.15
Carroll	28.03	.15	Baltimore	24.81	.13
Anne Arundel	25.72	.14	Prince George's	21.82	.12
Caroline	25.28	.14	Charles	20.62	.11
Baltimore	24.39	.13	Montgomery	9.82	.05
Somerset	22.30	.12	Calvert	....	....
Dorchester	20.35	.11	Carroll	....	....
Garrett	17.05	.09	Harford	....	....
St. Mary's	....	....	St. Mary's	....	....

transportation. The figures in columns 2 and 5 of Table 100 exclude the amounts paid by high school pupils toward the expense of their transportation in Baltimore, Anne Arundel, Montgomery, Caroline, Queen Anne's, Frederick, Howard, Kent, Charles and Garrett Counties. In Carroll, Calvert and Harford Counties no county funds are used to further the transportation of high school pupils.

The annual and daily cost of transportation for elementary and high school pupils is given in Table 101. The average cost is over $29 for the year and 16 cents for each day. There is, however, great variation in the counties—for elementary school pupils transported, from $17 per year and 9 cents per day in Garrett to $55 per year and 29 cents per day in Harford; for high school pupils transported, from $10 per year and 5 cents per day in Montgomery to $49 per year and 25 cents per day in Allegany County. The length of trips, condition of the roads, topography of the county, type of vehicle, compensation of the driver, provision of liability insurance, and for †high school pupils, the expenditure required from pupils or their families, all affect the annual and daily cost of transportation. (See Table 101.)

TABLE 102

NUMBER OF SCHOOLS TO WHICH TRANSPORTATION WAS PROVIDED YEAR ENDING JULY 31, 1926.

COUNTY	Elementary			Combined High and Elementary	High School Pupils Only
	One-Teacher	Two-Teacher	Graded		
Totals	14	33	68	69	13
Allegany	...	...	8	3	...
Anne Arundel	...	1	5	4	...
Baltimore	...	10	6	6	...
Calvert	1	1	1	...	...
Caroline	...	1	2	6	...
Carroll	...	2	7	...	...
Cecil	2	3	3	...	1
Charles	1	2	...	1	...
Dorchester	...	1	5	8	...
Frederick	...	2	6	1	2
Garrett	...	...	1	...	2
Harford	...	...	1	...	1
Howard	...	...	...	3	1
Kent	...	...	...	5	...
Montgomery	1	3	2	5	2
Prince George's	...	1	4	4	1
Queen Anne's	2	2	5	4	1
St. Mary's	...	...	...	...	...
Somerset	...	...	1	4	...
Talbot	2	1	1	6	...
Washington	1	2	8	3	1
Wicomico	2	1	1	1	1
Worcester	2	...	1	5	...

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† See page 199 for charges made in the counties for transportation of high school pupils.

Pupils were transported to 14 one-teacher schools, 33 two-teacher schools, 68 graded elementary schools, 69 schools having both elementary and high school pupils and 13 high schools. There were 16 more schools to which pupils were transported in 1926 than in 1925, the increase being found chiefly for schools housing both high and elementary school pupils. (See Table 102.)

CONSOLIDATION OF SCHOOLS

The development of transportation has made possible the elimination of a number of smaller schools. The number of white one-teacher schools is being reduced by about 50 each year and the percentage of teachers working in these schools is gradually decreasing. In 1920 there were 1,171 white elementary teachers or 39.1 per cent in schools having only one teacher. By 1926 the number has dropped to 956 and the per cent to 31.2. There is also a slight reduction in the number and per cent of colored schools having only one teacher. (See Table 103.)

TABLE 103

DECREASE IN ONE-TEACHER SCHOOLS, 1920-1926

School Year Ending June 30	White Elementary Teachers			Colored Elementary Teachers		
	Total	In One Teacher Schools		Total	In One Teacher Schools	
		No.	Per Cent		No.	Per Cent
1920	2,992	1,171	39.1	683	422	61.8
1921	3,037	1,149	37.8	694	408	58.8
1922	3,054	1,124	36.8	708	406	57.3
1923	3,063	1,093	35.7	712	403	56.6
1924	3,065	1,055	34.4	728	395	54.4
1925	3,047	1,005	33.0	721	397	55.1
1926	3,067	956	31.2	728	394	54.1

The number and per cent of teachers and pupils in one-teacher schools in each county is shown in Table 104. Garrett has 130, or 69 per cent, of its teachers in one-room schools. Carroll, Frederick and Washington have 87, 85 and 69 teachers, respectively, in one-teacher schools. Allegany, Harford, Cecil and Wicomico have between 40 and 45 teachers and about 1,000 pupils each in one-teacher schools. Baltimore County also has 1,000 pupils in one-teacher schools, but only 32 schools, as the number of pupils per teacher in these schools is higher than in any other county in the State.

TABLE 104

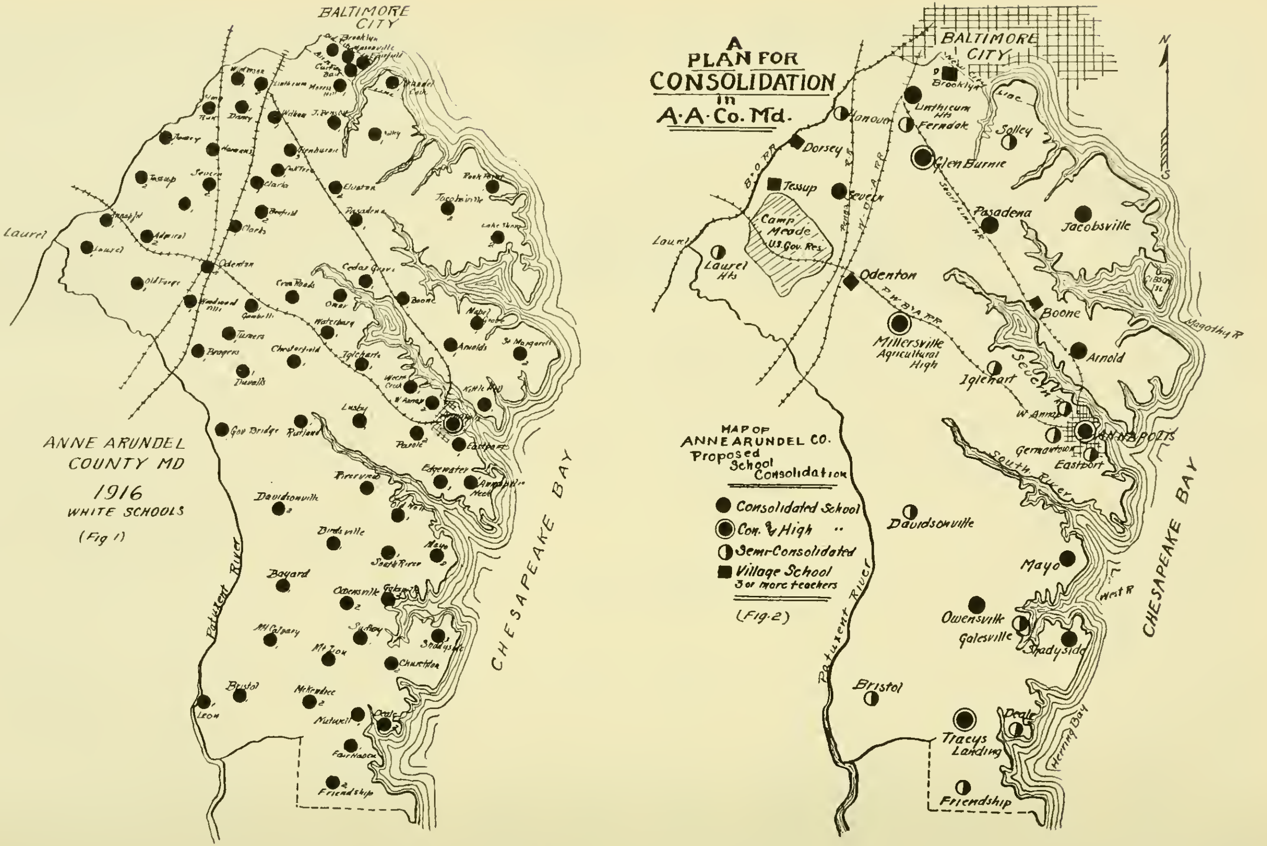
NUMBER AND PER CENT OF TEACHERS AND PUPILS IN ONE-TEACHER ELEMENTARY SCHOOLS IN MARYLAND COUNTIES, YEAR ENDING JULY 31, 1926

WHITE ELEMENTARY SCHOOLS					COLORED ELEMENTARY SCHOOLS		
County	Teachers in One-Teacher Schools		Pupils Enrolled in One-Teacher Schools		County	Teachers in One-Teacher Schools	
	No.	Per Cent	No.	Per Cent		No.	Per Cent
Total and Average	956	31.2	23,138	23.5	Total and Average	394	54.1
Baltimore	32	9.1	1,026	7.3	Allegany	0	0
Allegany	45	13.9	932	8.9	Wicomico	10	25.6
Anne Arundel	22	14.4	528	10.1	Somerset	19	37.3
Prince George's	31	16.8	798	13.0	Anne Arundel	26	40.0
Talbot	13	23.3	346	18.9	Worcester	16	40.4
Somerset	20	23.8	448	18.1	Baltimore	20	41.1
Montgomery	32	23.9	929	21.8	Prince George's	28	43.7
Washington	69	24.2	1,811	17.4	Talbot	16	50.2
Harford	44	34.6	1,166	30.5	Washington	7	51.9
Worcester	30	36.0	665	28.3	Frederick	17	54.8
Kent	21	36.2	398	25.7	Cecil	9	55.6
Frederick	85	36.4	2,285	30.8	Caroline	16	59.0
Caroline	28	36.6	728	30.7	Harford	15	60.2
Wicomico	40	37.0	1,117	31.6	Carroll	8	66.7
Dorchester	37	38.9	849	29.3	Howard	13	68.1
Howard	24	40.5	660	34.7	Dorchester	34	69.1
Cecil	44	43.4	1,128	35.1	St. Mary's	24	69.4
Queen Anne's	28	45.2	632	36.1	Montgomery	29	73.0
Carroll	87	47.8	2,216	44.0	Kent	21	73.7
Charles	34	53.1	676	43.9	Charles	29	75.3
St. Mary's	38	67.3	882	62.8	Calvert	19	76.9
Garrett	130	69.3	2,338	57.4	Queen Anne's	18	81.1
Calvert	22	73.3	580	69.8			

A County Wide Plan of Consolidation in Anne Arundel

In this connection it is interesting to see the plan for school consolidation in Anne Arundel County which the County Superintendent has worked out and been gradually striving to attain. (See Chart 44.) In 1916 of 78 white elementary schools in the county 53 had only one teacher. (See left side of chart.) By 1926 the number of white elementary schools had been reduced to 49, of which 22 had only one teacher. The ultimate plan calls for 29 elementary schools, of which 16 will be consolidated or village schools and 13 will be so-called semi-consolidated schools for pupils in the first three or four grades. (See right side of chart.) It is the policy of Mr. George Fox, Superintendent, to keep the younger pupils near home in schools to which transportation is not required. Above the third or fourth grade pupils living a distance of 1½ miles are transported to consolidated schools. See Chart 44, which contains two maps of Anne Arundel County, showing the schools as they were in 1916 and the ultimate plan for consolidation. The number beside the dots on Figure 1 gives the number of teachers in the school.

CHART 44



A COMPARISON OF ANNE ARUNDEL COUNTY WHITE SCHOOLS IN 1916 WITH THE PLAN FOR CONSOLIDATION TOWARD WHICH SUPERINTENDENT FOX IS WORKING.

TABLE 105

EXPENDITURES FOR CAPITAL OUTLAY, YEAR ENDING JULY 31, 1926

COUNTY	White Elementary				White High Schools	Colored Schools	Grand Total
	One-Teacher Schools	Two-Teacher Schools	Graded Schools	All Elementary Schools			
All Counties	$23,754	$139,388	$1,079,240	$1,242,382	$1,272,461	$85,532	$2,600,375
Allegany	165	92	28,004	28,261	347,670	22	375,953
Anne Arundel	586	9,176	47,549	57,311	13,187	7,138	77,636
Baltimore	95	4,113	668,356	672,564	165,355	22,457	860,376
Calvert	2,798	4,400	7,133	14,331	5,553	7,112	26,996
Caroline	2,264	24	636	2,924	75,364	982	79,270
Carroll	111	10,441	458	11,010	29,615	125	40,750
Cecil	....	12	11,153	11,165	18,864	4,034	34,063
Charles	1,906	900	49	2,855	502	1,861	5,218
Dorchester	7	....	675	682	295	2	979
Frederick	2,372	14,956	22,450	39,778	44,685	51	84,514
Garrett	7,430	8,331	1,276	17,037	12,786	....	29,823
Harford	184	15,726	1,580	17,490	20,592	9,988	48,070
Howard	552	880	2,381	3,813	5,105	3,287	12,205
Kent	68	149	67	284	251	....	535
Montgomery	129	37,319	144,847	182,295	31,211	4,489	217,995
Prince George's	623	28,560	120,285	149,468	154,821	13,952	318,241
Queen Anne's	128	80	209	417	1,800	2,093	4,310
St. Mary's	....	....	....	....	8,340	1,396	9,736
Somerset	2,463	4,131	964	7,558	5,208	6	12,772
Talbot	30	20	348	398	261	4,018	4,677
Washington	....	....	2,279	2,279	288,315	....	290,594
Wicomico	1,843	78	2,682	4,603	21,815	2,118	28,536
Worcester	....	....	15,859	15,859	20,866	401	37,126
Baltimore City	....	....	,111,018	3,111,018	208,014	165,735	3,484,767
Total State	23,754	139,388	4,190,258	4,353,400	1,480,475	251,267	6,085,142

CAPITAL OUTLAY COSTS

The expenditures for capital outlay in various types of schools are given in Table 105. The expenditure per pupil for capital outlay in white high and elementary schools of each county was included in Table 92, page 197, and Table 96, page 204. The counties spent about equal amounts on white elementary and high schools, the bulk of the funds for elementary schools being used for schools with three or more teachers. A number of the counties are still building one and two room schools as may be seen by consulting the first two columns of Table 105. Baltimore County spent the largest amount for capital outlay $860,000, Allegany $376,000, Prince George's $318,000, Washington $291,000, and Montgomery $218,000. Kent and Dorchester did practically no school construction work.

Of the expenditure for capital outlay totalling $2,600,000 in the counties, $72,000 was required for the purchase of land, and $2,448,000 for the construction and equipment of new buildings, the remainder being used in the alteration and equipment of old buildings. (See Table XXIV, page 298.)

Buildings for Colored Pupils

New construction of buildings in 1926 for use by colored pupils cost $85,532 in the counties. (See Table 105.) For 18 buildings containing 27 rooms, 9 of the counties received $9,500 from the Julius Rosenwald Fund in amounts varying from $400 to $3,100. These amounts added to the $48,200 contributed in previous years from this fund have been the impetus for the construction of 195 modern classrooms for the use of the colored county pupils of Maryland. Over one-fourth of the 773 colored high and elementary teachers are working with their pupils in recently constructed well lighted, well planned buildings with adequate play space which have met the standards set up by the donor of the Rosenwald Fund.

Prince George's has received $12,200 as aid from the fund in the construction of 36 rooms, Anne Arundel has received $8,000 for 22 rooms and Worcester, Wicomico and Montgomery have been aided to finance the building of 13 rooms by amounts between $4,000 and $4,800. Kent is the only county which has done nothing with colored school building in the past eight years.

SCHOOL BONDS

The capital outlay expenditures for schools in many of the counties have been financed through the issue of bonds. The only counties which have not had bond issues for school building purposes from 1920 to 1926 being Carroll, Charles, Dorchester, Garrett, Kent, Queen Anne's, St. Mary's, Somerset, Wicomico and

TABLE 106

NUMBER OF ROOMS CONSTRUCTED AND ROSENWALD AID RECEIVED FOR COLORED SCHOOLS BUILT IN MARYLAND COUNTIES FROM 1919 TO JULY 31, 1926

COUNTY	Number of Roomd								Amount of Aid from Rosenwald Fund							
	Prior to 1920	1921	1922	1923	1924	1925	1926	Total	Prior to 1920	1921	1922	1923	1924	1925	1926	Total
Total	20	15	29	47	12	45	27	195	$3,800	$5,300	$9,900	$12,800	$3,700	$12,700	$9,500	$57,700
Allegany				*8				*8				*				*
Washington						*8		*8						*		*
Prince George's			6	14	2	5	9	36			1,600	5,200	700	1,600	3,100	12,200
Anne Arundel			6	1		15		22			2,400	500		5,100		8,000
Worcester	4	3		4	2			13	1,300	1,000		1,700	800			4,800
Montgomery		2				8	3	13		800				2,700	900	4,400
Wicomico	4		5			2	2	13	500		2,100			700	700	4,000
Charles		4		2	3		2	11		1,200		1,000	800		800	3,800
Baltimore				8		2		10				1,500		700		2,200
Talbot	6		2		1			9	500		800		400			1,700
Harford	1			4		1	3	9	400			1,400		400	1,100	3,300
Calvert		3			2		3	8		1,000			600		900	2,500
Frederick	1			6				7	350			1,500				1,850
Queen Anne's						4	3	7						1,500	1,200	2,700
Somerset			6					6			1,400					1,400
Caroline	3				*1		1	5	400				*		400	800
Carroll	1	1			1			3	350	500			400			1,250
Howard			2				1	3			800				400	1,200
St. Mary's		2						2		800						800
Dorchester			2					2			800					800
Cecil								0								0
Kent								0								0

* No Rosenwald aid was received because all the conditions could not be met.

Worcester. A statement showing school bonds outstanding in September, 1926, and the assessable basis back of each dollar of school indebtedness is included in Table 107.

The average county has property assessed at $87 back of each dollar of school indebtedness. Allegany has only $43 back of bonds issued for school construction, Prince George's has $51, Baltimore County $55, Frederick $74 and Montgomery $77. These counties are all growing especially in the places suburban to Washington, Baltimore, Cumberland and Frederick, necessitating new buildings to take care of the additional children who have moved into these counties. Baltimore City has only $59 in

TABLE 107

STATUS OF SCHOOL BONDS OUTSTANDING IN MARYLAND COUNTIES, SEPTEMBER, 1926

COUNTY	Bonds Outstanding Sept. 1926	‡1926 County Assessable Basis Taxable at Full Rate	Assessable Basis Back of Each Dollar of School Indebtedness
Allegany	$1,835,000	$78,020,907	$43
Anne Arundel	403,833	41,259,464	102
Baltimore	2,470,000	135,321,114	55
Calvert	52,500	4,800,618	91
Caroline	135,000	14,716,030	109
Carroll		34,632,726	†
Cecil	150,000	25,201,024	168
Charles		8,845,249	†
Dorchester	25,000	19,907,357	796
Frederick	740,000	55,028,448	74
Garrett		18,944,768	†
Harford	212,500	28,865,850	136
Howard	180,000	16,042,890	89
Kent	34,000	14,735,149	433
Montgomery	713,000	54,809,139	77
Prince George's	786,500	40,212,776	51
Queen Anne's	16,000	14,704,976	920
St. Mary's		7,860,371	†
Somerset	*40,000	11,971,732	299
Talbot	40,500	17,648,505	436
Washington	826,000	69,423,632	84
Wicomico	30,000	22,395,053	747
Worcester		17,868,641	†
Total Counties	$8,689,833	$753,216,419	$87
Baltimore City	19,653,312	1,158,433,014	59
Total State	$28,343,145	$1,911,649,433	$67

* Includes $17,000 to cover deficit of 1902. †Infinity. ‡Figures from Table E, Sixth Report of State Tax Commission.

wealth back of each dollar of school indebtedness. (See Table 2, page 25, which shows the growth in school attendance from 1920 to 1926 and from 1925 to 1926.)

VALUE OF SCHOOL PROPERTY

School property in Maryland was valued at $38,865,000 at the end of the school year 1926. In the counties the worth of school buildings was reported as $16,705,000, which was an increase of $1,758,000 over 1925. The value per pupil enrolled in the counties increased from $97 in 1925 to $108 in 1926. Comparative figures from 1922 to 1926 for the State, counties, and Baltimore City are given in Table 108.

TABLE 108

VALUE OF SCHOOL PROPERTY

				Value Per Pupil Enrolled		
Year	Maryland	Counties	Baltimore City	Maryland	Counties	Baltimore City
1922	$20,453,646	$10,014,638	$10,439,008	$82	$68	$103
1923	22,236,638	11,796,630	10,440,008	87	77	100
1924	28,264,507	12,813,396	15,451,111	110	85	147
1925	33,622,503	14,946,810	18,675,693	129	97	174
1926	38,865,024	16,704,564	22,160,460	148	108	205

The value of public school property per pupil enrolled in Maryland in 1926 was $148. It is interesting to compare this amount with the latest figures published by the U. S. Bureau of Education for the year 1924 in which the average value of school property per pupil enrolled in the United States was $154.* At that time Maryland's valuation was $110 and only 13 states ranked lower, thus making Maryland's rank 35th. Even in 1926 Maryland has not reached the average for the other states in 1924. (See Table 108.)

For the individual counties, the value of property for each white and colored county pupil belonging in public school was $136 and $35, respectively. These are increases over 1925 of $2 for white and $3 for colored county pupils belonging.

For the white schools valuations per pupil range from $259 in Allegany to $47 in Dorchester. In five counties the gain in 1926 valuation per pupil over 1925 ranged from $47 to $28. These counties ranked in order of gain are Howard, Prince George's Caroline, Montgomery and Calvert. Over one-half of the counties now have property valuations per white pupil in excess of $100. Ranked in order of valuation they are as follows: Allegany, Baltimore, Montgomery, Prince George's, Howard, Caroline, Cecil, Harford, Kent, Anne Arundel, Washington, Carroll and Talbot. Counties at the bottom of the list having a valuation of $81 or less are Dorchester, Charles, St. Mary's, Garrett, Somerset, Worcester and Wicomico. (See Table 109.)

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* See Bulletin, 1925, No. 42, Statistics of State School Systems, Table 14, page 17.

The average value of property used by each colored school pupil ranged from $186 in Allegany to $14 in Howard and Dorchester. Five counties had a valuation per pupil of over $50—Allegany, Baltimore, Cecil, Carroll and Frederick. Nine counties had a valuation under $25. They were Dorchester, Howard, Somerset, St. Mary's, Queen Anne's, Kent, Worcester, Caroline and Calvert. (See Table 109.)

TABLE 109

VALUE OF SCHOOL PROPERTY PER PUPIL BELONGING, 1926.

COUNTY	Schools for White Pupils			Schools for Colored Pupils		
	Value	Average Number Belonging	Value per Pupil	Value	Average Number Belonging	Value per Pupil
Total Counties	$15,799,624	115,809	$136	$ 904,940	26,021	$ 35
Allegany	3,207,450	12,361	259	52,000	280	186
Anne Arundel	661,000	5,980	111	86,400	2,553	34
Baltimore	3,174,100	15,729	202	137,500	1,696	81
Calvert	94,950	966	98	21,250	925	23
Caroline	359,100	2,910	123	21,600	929	23
Carroll	626,394	5,969	105	16,800	305	55
Cecil	452,900	3,797	119	26,400	455	58
Charles	87,370	1,731	50	41,580	1,445	29
Dorchester	168,100	3,600	47	23,250	1,672	14
Frederick	856,150	8,868	97	53,450	1,020	52
Garrett	288,060	4,591	63	....	......	....
Harford	551,700	4,619	119	33,300	725	46
Howard	299,100	2,261	132	9,200	669	14
Kent	225,250	1,893	119	17,060	912	19
Montgomery	975,100	5,173	188	43,950	1,577	28
Prince George's	1,189,100	7,181	166	97,500	2,531	39
Queen Anne's	194,000	2,127	91	13,900	786	18
St. Mary's	85,150	1,548	55	20,700	1,145	18
Somerset	205,250	3,059	67	30,300	1,857	16
Talbot	243,000	2,304	105	43,700	1,070	41
Washington	1,267,650	11,822	107	13,000	375	35
Wicomico	357,350	4,337	82	66,300	1,498	44
Worcester	231,400	2,983	78	35,800	1,596	22
Baltimore City	19,661,849	82,314	239	2,498,611	17,476	143
State	35,461,473	198,123	179	3,403,551	43,497	78

STANDARD SCHOOLS

From September, 1925, to December, 1926, there were 10 schools standardized, of which 2 had one teacher, 6 had two teachers, 1 had seven and 1 eight teachers, respectively. These schools had met the 37 requirements for standard schools set up by the State Department of Education. This brings to 71 the total number standardized to December, 1926. Their distribution by counties is included in Table 110.

Montgomery still leads the State with all of its rural schools standardized, except 2 having one teacher and 6 having two teachers. Prince George's stands second with 6 schools standardized, and Talbot is third with 5. Certain counties which perhaps have schools ready for standardization have not made an effort to have their status checked up or to obtain the certificate of standardization. Since a committee of county superintendents working with the State Department of Education has worked out the following new requirements for standard schools which were approved by the State Board of Education, August 20, 1926, it is hoped that the teachers in all of the counties will become con-

TABLE 110

NUMBER OF RURAL SCHOOLS STANDARDIZED

COUNTY	Prior to School Year 1925-1926		Sept. 1925 to Dec. 1926		Total Standard Schools
	One-Teacher	Two-Teacher	One-Teacher	Two-Teacher	
Allegany	1				1
Anne Arundel				1	1
Carroll				1	1
Charles		1			1
Garrett		1			1
Harford	1	1			2
Howard				1	1
Montgomery	30	12			42
Prince George's	1	2		†3	†6
Queen Anne's	2	1			3
Somerset	1		2		3
Talbot	3	1		1	5
Washington	*1				*1
Wicomico				1	1
Worcester	2				2
Total	42	19	2	8	71

*Includes one school dropped because standards were not maintained.
†Includes two seven and eight room graded schools respectively.

scious of the advantages of having their schools meet the standards set up. Sufficient folders of the standards have been printed to make one available to each teacher.

The standards for school buildings to be applied to drawings submitted for approval were revised by the consultant architect as of July 1, 1926, and are available in mimeographed form to those who desire them.

REQUIREMENTS FOR STANDARD ELEMENTARY SCHOOLS

Approved by the Maryland State Board of Education, August 20, 1926.

(Each room to be a unit of standardization.)

New standard schools to have all requirements met not later in the school year than April 15th.

I **Grounds**

1. To be clean and well kept, with some shrubbery, grass plots and flowers or simple vegetable garden.
2. Playground of at least one acre. (For old schools which meet every other requirement, less area will be accepted.)
3. Games provided for. Baseball; basketball; soccer; circle dodge ball; speed ball; field dodge ball; sprint ball; kick ball; bean bag game; black and white; lame fox. (Any four.)
4. Play apparatus. Sand box; seesaws; swings; backdoor slides; building blocks; giant stride; jungle-gym. (Any three.)
5. Grounds graded and properly drained, including pathways to outbuildings.

II **Buildings**

1. Schoolhouse ceiled or plastered, or furnished with wall-board; tight floors, so constructed as to be free from drafts; no leaks in roof or windows; painted outside and inside; ceiling of lighter hue; good doors with locks and keys; cloak room with sufficient hooks for use of all pupils. (Buff or silver gray for walls, with a lighter shade for ceiling.)
2. Fuel house convenient and in good condition.
3. Two separate sanitary closets, after plans of State Board of Health; or two good ones to be sanitary at all times and free from marks. (Adequate inspection to be made by the teacher.)
4. Windows and doors screened, if deemed necessary.
5. Tasteful room decorations according to seasons and special days.

III **Lighting**

1. Windows one-fifth of floor space; one-sixth will be accepted in buildings which meet all other requirements.
2. All new buildings to meet standards set forth in the Maryland School Laws, and to be passed upon by the State Department of Education.
3. Windows on left, or on left and rear of pupils. No windows in front of pupils.

Note: In old buildings constructed of stone or brick in which it might be impracticable to close up entirely the windows on the right side of room, sanitary shades, beaver board, or celotex may be used to shut out cross rays of light, and buildings so adjusted accepted as standard schools, providing all other requirements are met and the standard window space provided. In the remodeling of rooms of a greater width than that specified for standard schools, partitions reaching within a few feet of the ceiling might be so constructed as to reduce the room to a proper width, without changing the original walls of the room. The width of the room should be approximately 23 feet (maximum), height of ceiling 12 feet; windows 3 feet 6 inches from floor and reaching to within a few inches of the ceiling.

IV Heating and Ventilating

1. Central heating plant; or jacketed ventilating stove, same being enclosed in part by shield or jacket of galvanized iron. (Open space of jacket to be on side opposite from children.)
2. Window boards or some other approved method of ventilating.
3. Thermometer properly placed in the room, temperature kept normal.

V Library and Supplies

1. Library of at least 25 books per room, with at least 5 books added each year, to be approved by State Department of Education and adapted to the grades taught in the room. Also, not less than 10 different reference books, for teacher and pupils, appropriate to the course of study material, including one unabridged dictionary and at least two smaller ones per room suitable to grades.
2. Set of at least four wall maps (selection to be approved by the county superintendent), not less than 48 inches in width, in case; map of Maryland, and correct map of county, available for use in room where needed.
3. Globe, 12-inch, with cover, suspended preferred, with moon ball, available for use in room where needed.
4. Primary materials of instruction, value at least $5; pair of scales, set of liquid and dry and linear measures, available for use in room where needed.

VI Equipment

1. Patent desks (single preferred) of at least three sizes, properly arranged, with at least one reading table; chairs and reading tables available for primary grades; and sand table where needed.
2. Teacher's desk, substantial, large enough for books and records, fitted with locks; teacher's chair.
3. Blackboard of slate or other standard material, 42 inches wide, at least 25 lineal feet per room. Chalk rail not over 30 inches from floor for larger pupils, and not over 26 inches for primary children.
4. Inexpensive equipment for serving planned lunches.
5. Display board, covered with light tan, green, or brown burlap, or celotex.
6. Window shades of standard design and color, in good condition.

7. Annual addition of one new standard picture per room, framed, and properly placed, unless three are already in the room, to be approved by the State Department of Education. Children to know about the artist and significance of pictures.
8. Piano, organ, or phonograph, with at least 20 records in good condition, approved by the State Department of Education. When but one instrument in rural schools, phonograph preferred. In graded schools, both piano and phonograph to be available for use where needed.
9. Waste basket with solid sides and bottom.
10. Cases for the care of books and supplies.
11. A well or pump constructed and equipped in a sanitary way; or a covered water jar with faucet, and individual drinking cups properly protected; waste receptacle.
12. Flag flying on all school days except in unfit weather. (Flag pole in school yard preferred.)
13. Artificial light, adequate to light all parts where needed.
14. Inexpensive equipment for rendering first aid in case of accident or illness.

VII The Teacher

1. Teachers with first grade first class certificate. (Second grade, first class, accepted upon the recommendation of county superintendent.)
2. Daily program posted and followed.
3. Full, neat, and accurate school register and reports kept up to date.
4. Clean room, attractively and conveniently arranged.
5. Must supervise the playground, maintain order at all times, read at least one educational journal, and be a member of the county teachers' association.
6. Evidence of continued reduction of failures and over-age pupils.
7. Pupils should attain, or at least approximate the standards set up in standardized tests in reading, arithmetic, and penmanship.
8. Evidence of increasingly better use being made of materials of instruction.
9. Evidence of proper attention to the attendance of pupils.
10. Evidence of proper care of all school property.
11. Attendance at parent-teacher meetings, and visits to the homes of her pupils at such times as the welfare of the school requires.
12. Check up at least twice a year on all requirements to discover whether the school continues to be standard, pupils participating in checking.
13. Examination of sources of drinking water to see that it is pure.
14. Evidence of school morale; personal and social behavior to be in keeping with a proper standard of community culture.

VIII Community Activities

1. A school and patrons' organization which meets at least three or four times during the school year in the interest of the school and the community.
2. Participation of school in county field day or county school fair.

These requirements, when applied to graded schools (three or more rooms) to be checked either for the individual room or for the school needs as a whole, as the case may be.

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As soon as they are available, these requirements should be brought to the attention of each teacher. Each requirement should be checked as soon as it is met.

The teacher should talk over with the pupils and patrons the requirements for standard schools, to the end that their assistance may be had in making their school a standard school.

If the indications are that a school is likely to be discontinued inside of three years through consolidation, then only such requirements as may be transferred to the consolidated school should be attempted.

As soon as all requirements are met the teacher should notify the county superintendent of that fact, in order that application for inspection may be made by the superintendent to the State Department of Education.

TABLE 111

COUNTY TAX BUDGETS 1926-27.

COUNTY	Total	COUNTY APPROPRIATIONS FOR					
		SCHOOLS			Total	Roads	Other County Purposes
		Current Expenses	Debt Service	Capital Outlay			
Allegany	$1,154,688	$646,635	$105,912	....	$752,547	$120,000	$282,141
Anne Arundel	802,791	299,859	41,643	$32,000	373,502	199,649	229,640
Baltimore	2,347,607	855,052	94,954	....	950,006	642,326	755,275
Calvert	92,022	31,781	4,932	2,500	39,213	24,301	28,508
Caroline	237,245	107,300	16,650	....	123,950	58,820	54,475
Carroll	*571,508	262,856	13,305	29,682	305,843	†	*265,665
Cecil	374,734	165,000	....	....	165,000	67,500	142,234
Charles	139,522	54,058	....	5,538	59,596	42,080	37,846
Dorchester	*a*446,229	*a*136,060	....	1,000	*a*137,060	96,000	213,169
Frederick	802,444	347,500	....	12,500	360,000	199,000	243,444
Garrett	297,473	110,057	....	*b*31,971	*b*142,028	40,275	*b*115,170
Harford	446,881	175,446	23,125	11,500	210,071	120,220	116,590
Howard	301,588	100,000	19,400	....	119,400	101,255	80,933
Kent	224,171	114,000	....	....	114,000	28,429	81,742
Montgomery	*c*658,671	294,895	62,538	....	357,433	118,421	182,817
Prince George's	654,185	322,080	60,070	22,400	404,550	109,659	*d*139,976
Queen Anne's	216,132	98,500	....	....	98,500	40,000	77,632
St. Mary's	*e*120,622	*e*48,650	....	2,000	*e*50,650	35,000	34,972
Somerset	248,124	77,687	4,130	*f*33,183	*f*115,000	47,173	85,951
Talbot	268,976	123,151	300	1,300	124,751	45,000	99,225
Washington	1,001,030	430,718	61,257	72,525	564,500	259,222	177,308
Wicomico	345,915	168,900	*g*5,350	8,100	*g*182,350	82,978	80,587
Worcester	247,740	122,835	....	1,020	123,855	30,000	93,885
Total Counties	$12,000,298	$5,093,020	$513,566	$267,219	$5,863,805	$2,507,308	$3,629,185

*Estimated. †Estimate included under "Other County Purposes."

*a*Excludes $3,500 estimated as receipts from oyster licenses.

*b*Excludes $11,680 for school capital outlay orders given from Aug. 1, 1925 to July 31, 1926 included under school capital outlay.

*c*Excludes amounts levied for district taxes.

*d*Includes surplus cash on hand and not levied in 1926-27.

*e*Excludes $1,420 estimated from tongers' licenses.

*f*Includes $10,000 levied to the Crisfield Holding Company as first payment on a new high school not levied to Board of Education.

g$5,350 not levied to Board of Education.

COUNTY BUDGETS AND TAX RATES

The county budgets and tax rates for the year 1926-27 have been included for school current expense, debt service and capital outlay, roads and other county purposes. (See Table 111.) The tax rates for the various purposes in Table 112 were obtained by

TABLE 112

COUNTY TAX RATES FOR 1926-27.

COUNTY	Total County Tax Rate	County Tax Rates if Same Relation Exists between Total Rate and Rate for Schools, Roads and Other Purposes as Exists between Total Budget and Budget for Schools, Roads and Other County Purposes.					
		SCHOOLS				Roads	Other County Purposes
		Current Expense	Debt Service	Capital Outlay	Total		
Allegany	$1.37	$.767	$.126	....	$.893	$.142	$.335
Anne Arundel	1.89	.763	.105	.082	.95	[1].65	.29
Baltimore	[2]1.70	[2].612	[2].068	....	[3].687	[3].466	[3].547
Calvert	1.94	.669	.105	.052	.826	.512	.602
Caroline	1.60	.723	.112	....	.835	.397	.368
Carroll	1.65	.759	.039	.085	.883	[4]	.767
Cecil	1.50	.66	....	....	.66	.27	.57
Charles	1.56	604	....	.062	[5].666	.471	.423
Dorchester	1.70	[6].519	.003	....	[6].522	.366	.812
Frederick	1.30	.564	....	.02	[7].584	[7].322	[7].394
Garrett	1.77	[8].655	....	[9].191	[9].846	.239	.685
Harford	1.65	[10].646	.086	.043	[10].775	[10].444	[10].431
Howard	1.75	[11].581	.112	....	.693	[11].588	[11].469
Kent	1.31	[12].666	....	....	.666	.166	.478
Montgomery	[13]1.15	.515	.109	....	.624	[13].207	[13].319
Prince George's	1.45	[14].713	[14].134	[14].049	[14].896	[14].244	[14].310
Queen Anne's	1.47	.67	....	....	.67	.272	.528
St. Mary's	1.56	[15].628	....	.027	[15].655	[15].453	[15].452
Somerset	1.72	[16].538	[16].029	[16].160	[16].727	.327	.666
Talbot	1.48	.678	.002	.007	.687	.247	.546
Washington	1.34	.578	.082	.096	.756	.347	.237
Wicomico	1.53	[17].746	....	.037	[17].783	[17].367	[17].380
Worcester	1.40	.694	....	.006	.700	.169	.531
Average	$1.60	$.68	$.07	$.03	$.78	$.335	$.485

[1] Estimated.

[2] For calendar year 1926.

[3] Published as 77.5 cents for schools, 40 cents for roads and 52.5 cents for other county purposes.

[4] Roads estimated and included under other county purposes.

[5] Published as 69.3 cents.

[6] Published as 70.5 cents for current expenses and 71 cents for all school purposes.

[7] Published as 65.15 cents for schools, 30.77 cents for roads, 34.1 cents for other county purposes.

[8] Published as 67 cents.

[9] includes $11,680 for capital outlay orders given from Aug. 1925 to July 1926.

[10] Published as 60.5 cents for school current expenses, 72.3 cents for all school purposes, and 40.3 for other county purposes. The road tax is actually higher as Bel Air, Aberdeen, and Havre de Grace are excluded from the road tax.

[11] Published as 62.7 cents for schools, 63.5 cents for roads and 51 cents for other county purposes.

[12] Published as 77.66 cents.

[13] District taxes varying from 3 to 50 cents are levied in addition.

[14] Reported as 79.5 for school current expenses, 14.8 cents for school debt service, 5.6 for school capital outlay, 99.9 cents for all school purposes, 27.1 cents for roads and 18 cents for other county purposes. The figure above for other county purposes includes not only levy but surplus cash on hand.

[15] Excludes $1,420 from tongers' licenses. Published as 65.1 cents for school current expenses, 67.8 cents for all school purposes, 46.8 cents for roads, and 41.4 cents for other county purposes.

[16] Published as 67 cents for school current expense, 3.5 cents for debt service, 19.9 cents for capital outlay, and 90.4 cents for all school expense. This excludes $10,000 levied to the Crisfield Holding Company, not included in levy to Board of Education.

[17] Published as 78.1 cents for school current expense, 81.8 cents for all school purposes, 38.3 cents for roads, and 39.7 cents for other county purposes.

TABLE 113

1926 BASIS ASSESSABLE AT THE FULL RATE FOR COUNTY PURPOSES TAKEN FROM TABLE E OF THE REPORT OF THE STATE TAX COMMISSION JANUARY 1927.

COUNTY	Real and Personal Property	Steam Railroad Rolling Stock	Ordinary Business Corporations	Domestic Corporate States	Distilled Spirits and Personal Property of Non-Stock Corporations	Total	Tax Rate for School Current Expense*
Allegany	$70,815,878	$2,093,740	$4,610,143	$ 500,696	$450	$78,020,907	$ .827
Anne Arundel	39,055,000	129,512	888,830	1,184,872	1,250	41,259,464	.732
Baltimore	122,581,505	1,411,740	6,601,357	4,508,092	218,420	135,321,114	.65
Calvert	4,743,422	4,198	39,070	13,928	....	4,800,618	.662
Caroline	14,004,426	210,536	459,997	41,071	....	14,716,030	.729
Carroll	30,945,696	1,002,731	1,087,509	1,595,470	1,320	34,632,726	.759
Cecil	23,686,498	385,834	733,659	394,443	590	25,201,024	.661
Charles	8,593,016	172,566	78,634	1,033	....	8,845,249	.611
Dorchester	18,850,005	195,621	706,428	154,353	950	19,907,357	.684
Frederick	48,989,924	567,634	2,164,903	3,294,352	11,635	55,028,448	.629
Garrett	16,306,789	214,464	211,389	2,208,366	3,760	18,944,768	.677
Harford	27,790,730	225,741	427,309	413,610	8,460	28,865,850	.603
Howard	15,226,405	....	578,537	237,948	....	16,042,890	.628
Kent	14,205,820	236,266	157,939	134,679	445	14,735,149	.774
Montgomery	54,251,975	....	303,764	234,930	18,470	54,809,139	.539
Prince George's	39,503,113	370,487	240,576	95,500	3,100	40,212,776	.80
Queen Anne's	14,443,630	207,358	45,240	8,748	....	14,704,796	.669
St. Mary's	7,474,739	....	23,709	361,773	150	7,860,371	.618
Somerset	11,217,084	463,498	195,058	96,092	....	11,971,732	.645
Talbot	16,343,699	203,979	793,371	307,456	....	17,648,505	.688
Washington	63,642,280	1,920,746	3,216,822	640,694	3,090	69,423,632	.624
Wicomico	19,453,206	193,972	2,127,245	620,020	610	22,395,053	.775
Worcester	17,094,784	367,743	261,145	141,954	3,015	17,868,641	.705
Total Counties	$699,219,624	$10,578,366	$25,952,634	$17,190,080	$275,715	$753,216,419	.680
Baltimore City	$1,076,117,011	666,174	37,427,868	43,723,841	498,120	1,158,433,014	....
Total State	$1,775,336,635	$11,244,540	$63,380,502	$60,913,921	$773,835	$1,911,649,433	....

*Obtained by dividing 1926-27 budget for school current expense by 1926 basis taxable at the full rate.

assuming that the same relation existed between the total rate and the rate for schools, roads and other purposes in each county as was found between the total county budget and the allowance for schools, roads and other purposes. This calculation assumes that all revenue, excluding State aid, collected by the county is available for schools, roads and other county purposes on the same basis. (See Table 112.)

The 1926 taxable basis assessable at the full rate for county purposes, included in the report of the State Tax Commission is given in Table 113, together with the addition in the last column of the tax rate for school current expense, obtained by dividing

TABLE 114

COUNTY TAX RATES FOR 1926-27 FOR ALL PURPOSES, SCHOOLS AND PURPOSES OTHER THAN SCHOOLS

COUNTY	Total County Tax Rate	COUNTY	County school tax rate if it were to total rate as school budget is to total budget		COUNTY	County tax rate for other than school purposes if it were to total rate as budget for these purposes is to total county budget.
			School Current Expense	All School Purposes		
County Average	$1.60	County Average	$ .68	$ .78	County Average	$ .82
Calvert	1.94	Allegany	.767	.893	Dorchester	1.178
Anne Arundel	1.89	Anne Arundel	*.763	.95	Calvert	1.114
Garrett	1.77	Carroll	*.759	.883	Howard	1.057
Howard	1.75	Wicomico	*.746	.783	Baltimore	1.013
Somerset	1.72	Caroline	*.723	.835	Garrett	.995
Dorchester	1.70	Prince George's	*.713	.896	Somerset	.993
Baltimore	1.70	Worcester	*.694	.700	Anne Arundel	.94
Harford	1.65	Talbot	*.678	.687	St. Mary's	.905
Carroll	1.65	Queen Anne's	*.67	†.67	Charles	.894
Caroline	1.60	Calvert	*.669	.826	Harford	.875
Charles	1.56	Kent	a*.666	.666	Cecil	°.84
St. Mary's	1.56	Cecil	.660	†.66	Queen Anne's	°.80
Wicomico	1.53	Garrett	b*.655	.846	Talbot	.793
Cecil	1.50	Harford	.646	.775	Carroll	.767
Talbot	1.48	St. Mary's	c*.628	.655	Caroline	.765
Queen Anne's	1.47	Baltimore	.619	.687	Wicomico	.747
Prince George's	1.45	Charles	d*.604	.666	Frederick	°.716
Worcester	1.40	Howard	.581	.693	Worcester	.70
Allegany	1.37	Washington	.578	.576	Kent	.644
Washington	1.34	Frederick	.564	†.584	Washington	.584
Kent	1.31	Somerset	e*.538	.727	Prince George's	.554
Frederick	1.30	Dorchester	f*.519	.522	Montgomery	.526
Montgomery	1.15	Montgomery	.515	.624	Allegany	.477

*Receives Equalization Fund. †Excludes school debt service. °Includes school debt service.
a When divided by basis taxable at full rate, 77.4 cents.
b When divided by basis taxable at full rate, 67.7 cents.
c Excludes tongers' licenses.
d Excludes receipts for Indian Head.
e When divided by basis taxable at full rate, 64.5 cents.
f When divided by basis taxable at full rate, 68.4 cents.
a-f See last two columns of Table 113, page 231.

the county school current expense budget (shown in the second column of Table 111) by the total basis assessable at the full rate (shown in the sixth column of Table 113). The method used for obtaining the tax rates in Table 112 does not yield a rate for school current expense within 6 cents of the rates appearing in the last column of Table 113 in Dorchester, Somerset, Kent, Prince George's, Caroline, Frederick and Allegany Counties. There is need for an understanding in each of the above counties of the reasons for the large differences noted. In Prince George's, for example, it was due to the accumulation of a surplus which was used in the 1926-27 budget for other county purposes making possible a lower total tax rate for the year in question.

In Table 114 the counties have been ranked on the basis of tax rate for all county purposes, for school current expense and all school purposes, and for purposes other than schools. Howard, Somerset, Dorchester, Baltimore, Charles and St. Mary's spend less than the average county for all school purposes, while at the same time they spend much more than the average county for purposes other than schools. These counties can probably afford to do more than they are doing for the schools. On the other hand, Carroll, Caroline, Prince George's and Allegany show a willingness to support the schools adequately by levying considerably more than the average county for school purposes and less than the average for other than school purposes.

COUNTY PARENT TEACHER GROUPS IN 638 WHITE SCHOOLS

The parents and teachers in 638 of the 1,492 white schools in the counties of the State were actively organized in parent-teacher associations during the school year ending in June, 1926. This includes 43 per cent of the white schools and shows a growth over the number and per cent in the two preceding years.

TABLE 115

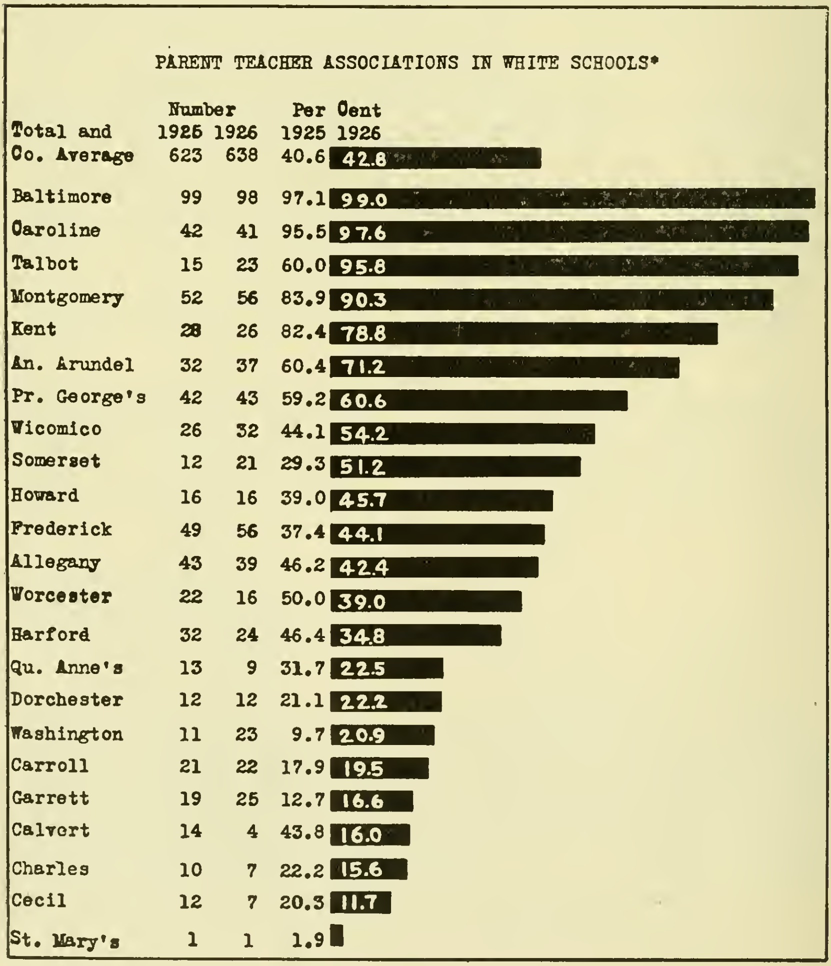
	Parent-Teacher Associations In White Schools	
Year	Number	Per Cent
1924	490	30.8
1925	623	40.6
1926	638	42.8

Baltimore and Caroline Counties have parent-teacher associations in nearly 100 per cent of their white schools, and Talbot and Montgomery have 96 and 90 per cent of their respective schools strengthened by such united support. These counties can fortunately count on backing for progressive school policies whenever occasion arises.

Talbot made an unusual gain in increasing the number of such organizations over 1925 from 15 to 23, and the per cent from 60 to 96. Somerset has added 9 to the 12 associations in existence in 1925 and its per cent of white schools thus organized is 51 in 1926 against 29 the preceding year. Anne Arundel, Wicomico and Washington Counties, with 71, 54 and 21 per cent of their white schools, respectively, having organizations in 1926, had a higher percentage by 10 than in the previous year.

In eight of the counties (Calvert, Harford, Worcester, Queen Anne's, Cecil, Charles, Allegany and Kent) there were fewer organizations than the previous year, the difference between the per cent of white schools having organizations in the two years ranging from 28 to 4 per cent.

CHART 45



PARENT TEACHER ASSOCIATIONS IN WHITE SCHOOLS*

Total and	Number 1925	Number 1926	Per Cent 1925	Per Cent 1926
Co. Average	623	638	40.6	42.8
Baltimore	99	98	97.1	99.0
Caroline	42	41	95.5	97.6
Talbot	15	23	60.0	95.8
Montgomery	52	56	83.9	90.3
Kent	28	26	82.4	78.8
An. Arundel	32	37	60.4	71.2
Pr. George's	42	43	59.2	60.6
Wicomico	26	32	44.1	54.2
Somerset	12	21	29.3	51.2
Howard	16	16	39.0	45.7
Frederick	49	56	37.4	44.1
Allegany	43	39	46.2	42.4
Worcester	22	16	50.0	39.0
Harford	32	24	46.4	34.8
Qu. Anne's	13	9	31.7	22.5
Dorchester	12	12	21.1	22.2
Washington	11	23	9.7	20.9
Carroll	21	22	17.9	19.5
Garrett	19	25	12.7	16.6
Calvert	14	4	43.8	16.0
Charles	10	7	22.2	15.6
Cecil	12	7	20.3	11.7
St. Mary's	1	1	1.9	

The smaller isolated one-teacher schools have greater difficulty in establishing parent-teacher associations than the larger elementary schools as may be seen from the following figures. The one-teacher school is therefore handicapped not only by less well trained teachers in three-fifths of the schools, but also by a body of patrons demonstrating less interest in the school than is shown by the parents of pupils in larger schools.

TABLE 116

White Schools Having	Parent-Teacher Associations Number	Parent-Teacher Associations Per Cent
One teacher	244	26
Two teachers	165	64
Three or more teachers	218	83
All Elementary	627	42

Certain of the counties like St. Mary's, Calvert, Garrett, Charles, Carroll and Cecil have a very large proportion of their schools having only one teacher, which partly accounts for their appearance at the bottom of the list in the development of patrons' organizations. The continued reduction in the number of one-teacher schools will be a factor perhaps in increasing the recognition by patrons of the need for cooperating with teachers to make the school a favorable environment for the education of their children.

Meetings of parents and teachers occurred in each school on the average six times during the school year.

In their reports the supervisors indicated the opportunities which the meetings of parents afforded for explaining modern school methods or of reaping benefit from the practical experience of school patrons.

> "The most effective piece of publicity work undertaken this year was two patrons' meetings, specially designed to demonstrate methods in reading. A teacher in a two-teacher school demonstrated four phases of reading with her four grades. The teacher of a graded school showed all types of reading used in a first grade. The supervisor was present and discussed the work of the teacher with the patrons at the close of the meetings. Much interest was manifested by the parents in the questions asked about modern methods. At both schools an informal test was given to the pupils of the first grade which revealed the power of their reading."*

> "The patrons were enlightened about the purpose and plan of the course of study through patrons' club talks and general publicity. Sheets were prepared on which the patrons had an opportunity to assist definitely by suggesting natural activities of their children and the ages when these activities first occur. A teacher or supervisor is very apt to become theoretical and to need the practical minds of the patrons to make the material in the course of study answer the real and vital needs of the children living today. The parents responded very cooperatively, and we trust that the finished course will justify their endeavor."†

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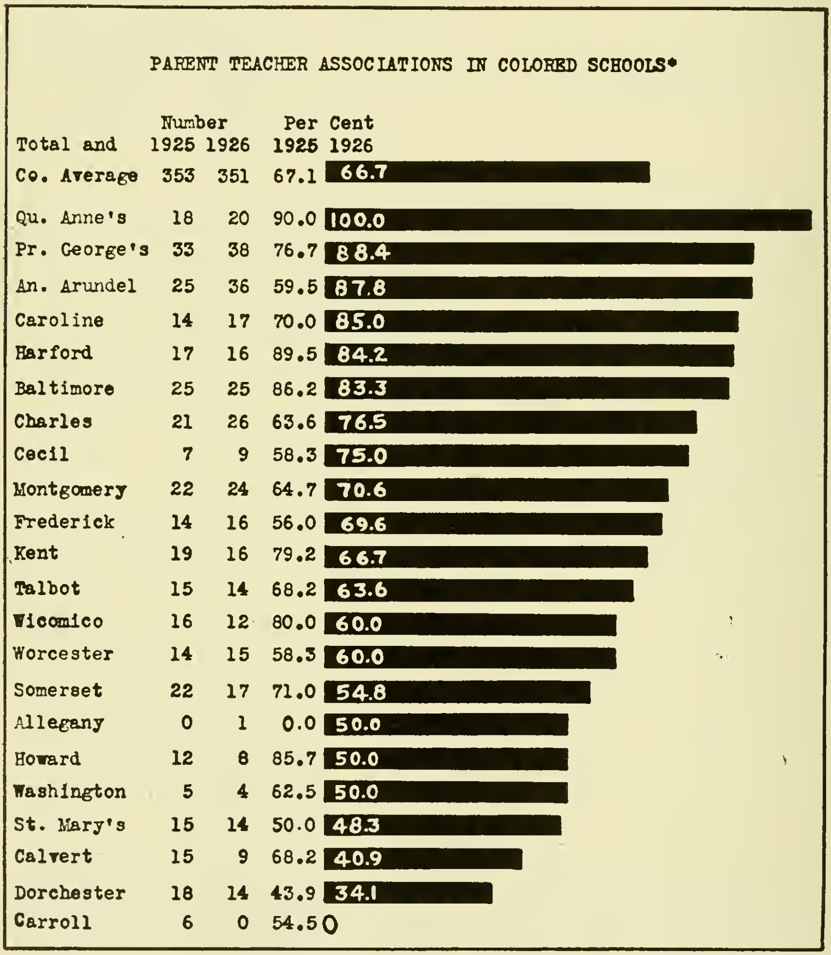
* From report of Grace Boryer Downin, Washington County.
† From report of Ruth Parker, Anne Arundel County.

The colored schools report organizations in 351 of their 526 schools, or in two-thirds of all. Queen Anne's has 100 per cent of the colored schools organized, Prince George's, Anne Arundel, Caroline, Harford, and Baltimore Counties have between 80 and 90 per cent with parent-teacher associations. Carroll is the only county with no parent-teacher association. (See Chart 46.)

CHART 46



PARENT TEACHER ASSOCIATIONS IN COLORED SCHOOLS*

Total and	Number 1925	Number 1926	Per Cent 1925	Per Cent 1926
Co. Average	353	351	67.1	66.7
Qu. Anne's	18	20	90.0	100.0
Pr. George's	33	38	76.7	88.4
An. Arundel	25	36	59.5	87.8
Caroline	14	17	70.0	85.0
Harford	17	16	89.5	84.2
Baltimore	25	25	86.2	83.3
Charles	21	26	63.6	76.5
Cecil	7	9	58.3	75.0
Montgomery	22	24	64.7	70.6
Frederick	14	16	56.0	69.6
Kent	19	16	79.2	66.7
Talbot	15	14	68.2	63.6
Wicomico	16	12	80.0	60.0
Worcester	14	15	58.3	60.0
Somerset	22	17	71.0	54.8
Allegany	0	1	0.0	50.0
Howard	12	8	85.7	50.0
Washington	5	4	62.5	50.0
St. Mary's	15	14	50.0	48.3
Calvert	15	9	68.2	40.9
Dorchester	18	14	43.9	34.1
Carroll	6	0	54.5	0

PARENTS VISIT SCHOOLS

The parents of 33,878 white and 6,425 colored pupils visited the schools in 1926. Visits to the schools by parents promote a better understanding of the teacher's problems and make it possible to present to parents plans for improving conditions in the school in which they have the greatest interest because their own children attend it.

MARYLAND'S 1926 INDEX NUMBER

Maryland's 1926 index number of school attendance and finance is 80.6, an increase of 2.7 points over 1925. The county index number, 71.3 points, was higher by 2.1 points than in 1925, while in Baltimore City the gain of 3.5 points over last year brought the index number to 93.9 points. The index numbers and annual increases from 1918 to 1926 are given in Table 117.

TABLE 117

MARYLAND'S INDEX NUMBERS—1918-1926*

Year	Maryland	Baltimore City	Average County	ANNUAL INCREASE Maryland	ANNUAL INCREASE Baltimore City	ANNUAL INCREASE Average County
1918	43.2	48.7	40.3	....	....	....
1919	42.0	47.4	38.9	—1.2	—1.3	—1.4
1920	51.9	55.5	45.4	9.9	8.1	6.5
1921	61.5	74.4	53.7	9.6	18.9	8.3
1922	65.1	78.1	56.0	3.6	3.7	2.3
1923	72.8	89.5	60.9	7.7	11.4	4.9
1924	77.8	102.3	60.9	5.0	12.8	....
1925	77.9	90.4	69.2	.1	—11.9	8.3
1926	80.6	93.9	71.3	2.7	3.5	2.1

* According to Leonard Ayres in an Index Number for State School Systems.

MARYLAND'S RANK AMONG OTHER STATES IN 1924

Maryland ranks 26th among the States, according to the 1924 index number of school attendance and finance, revised for the cost of living, which is 58.9. These are the latest figures available for all of the States. To understand their full significance, these figures must be compared with the corresponding rank for 1918—34, and the index number—37.9. (See Table 118.)

TABLE 118

Year	Index Number for Maryland* Revised for Cost of Living	Rank of Maryland in Index Number Revised for Cost of Living
1918	37.9	34
1924	58.9	26
Gain	21.0	8

* Educational Rank of the States, 1924, Frank M. Phillips, American School Board Journal April 1926.

From 1918 to 1924 Maryland's index number has increased by 21 points, a gain of 55.4 per cent, and the advance in rank has been eight places. Only one State in the Country, California, has made a greater gain in the revised index number and California now ranks first among the States with an index number of 94.6 points. Maryland's gain is due not only to improvement along every line in the 23 counties of the State, resulting from the Equalization Fund, supervision, the increased salary schedule, longer school session in colored schools, county bond issues, and other progressive school legislation approved by the State Legislature of 1922, but also to the noteworthy progress of the Baltimore City schools and the getting under way of the building program made possible by the school loans authorized by the Legislature and voted by the citizens of Baltimore and of the counties.

The 1918 index numbers for only two States exceeded Maryland's 1924 index number—58.9.

Maryland probably can never expect to rank first among the States in its educational index number, because half of the items included in computing it are based on the financial resources of the State. According to a bulletin recently issued by the National Education Association, Maryland ranks nineteenth among the States in index of economic resources per child. According to the 1924 report of the United States Bureau of Education, Maryland ranks thirty-second among the States in the amount spent in maintaining a pupil in school for one year. In financial items, Maryland can never hope to stand far above its rank in wealth, but in school administration, supervision, instruction, and interest of patrons in the schools, Maryland should rank among the first States in the Union.

CAPITAL OUTLAY DISBURSEMENTS FLUCTUATE

In order partially to eliminate wide fluctuations in the index numbers in some of the subdivisions of the State, the disbursements for capital outlay used in calculating the index number have been included not only as spent for the year in question, but also as an average of disbursements over a period of the past four years, including as the last year the one for which the index number is being computed. A period of four years is taken because a large proportion of the funds devoted to capital outlay are obtained from bond issues, for the authorization of which approval must be obtained from the Legislature which meets biennially. In Table 119 the index numbers for 1924-1926 are included for Maryland, Baltimore City and the counties calculated by both methods, the first row including capital outlay for the year in question only, the second row including an average of capital outlay expenditures for four years. The gains noted in the third row are obtained from figures in the second row. (See Table 119.)

TABLE 119

Index Number with	Maryland's Index Number			Baltimore City Index Number			County Index Number		
	1924	1925	1926	1924	1925	1926	1924	1925	1926
Capital Outlay as Disbursed	77.8	77.9	80.6	102.3	90.4	93.9	60.9	69.2	71.3
Capital Outlay Averaged for four years*..	72.4	75.9	79.8	88.5	90.8	95.8	61.5	65.3	68.5
Annual increases with capital outlay averaged....		3.5	3.9		2.3	5.0		3.8	3.2

*Most expenditures for land and new construction are paid for from the proceeds of bond issues. Bonds can be authorized only by an act of the Legislature with or without a referendum to the people of the county concerned. Since the Legislature meets biennially it was deemed wiser to take an average for a period of four years covering two legislative sessions.

The ten items included in the index number are listed in Table 120. The amounts expended for capital outlay appear in items 6 to 9, inclusive. Two numbers will therefore be found after each of these items in Table 120. The first figure with an asterisk includes the amount for capital outlay averaged for four years, the second includes 1926 expenditures only. The items in the index number are included for county schools only, and items for the white as well as the colored are also given. There are increases over 1925 in every item except for three in colored schools. The per cent of colored children 5 to 18 years in average attendance (Item 1) decreased slightly, as did the total expenditure per colored teacher (Item 8), and the expenditure for other than salaries per colored child in attendance (Item 9), when in the last two items mentioned 1926 expenditures for capital outlay are compared with 1925. Except in colored schools, it will be noted that an average of capital outlay expenditures over a period from 1923 to 1926 makes items 6 to 9 in the index number lower than the expenditures for 1926 only. (See Table 120.)

THE RANK OF THE COUNTIES

In Table 121 the counties are ranked according to the index number for 1926 in all, white and colored schools. The figures for

TABLE 120

STANDING OF AVERAGE MARYLAND COUNTY IN EACH COMPONENT OF THE INDEX NUMBER FOR EDUCATIONAL EFFICIENCY, 1926, AND INCREASE OVER 1925.

Item	Components of the Index Number	1926 Standing			Increase over 1925		
		All Schools	White Schools	Colored Schools	All Schools	White Schools	Colored Schools
1	Per cent of children 5 and under 18 years in average attendance	64.4	66.8	55.0	.8	1.2	—.9
2	Average days attended by each child 5 and under 18 divided by 2	59.1	62.3	46.0	1.0	1.2	.1
3	Average days schools were kept open divided by 2	91.7	93.4	83.6	.5	.2	1.4
4	Ratio of high school attendance to total attendance †	38.7	44.6	10.1	2.6	2.6	1.5
5	Per cent of boys to girls in high school	77.5	78.4	62.6	1.2	.9	7.6
6	Total expenditure per child in average attendance	*73.1 78.9	*81.2 88.2	*33.8 33.4	*5.5 3.0	*6.1 3.2	*1.7 .5
7	Total expenditure per child 5 years and under 18	*47.1 50.8	*54.2 58.9	*18.6 18.4	*4.1 2.5	*5.0 3.1	*.6 0
8	Total expenditure per teacher and principal divided by 24	*79.8 86.1	*87.9 95.6	*38.2 37.8	*5.7 2.9	*6.5 3.4	*1.1 —.2
9	Expenditure for other than salaries per child in attendance	*62.8 74.4	*70.6 84.8	*24.7 23.9	*7.2 2.2	*8.3 2.7	*.7 —1.6
10	Average monthly salary per teacher	91.0	99.4	48.5	3.8	4.1	2.0
	Index Number in Average County	*68.5 71.3	*73.9 77.2	*42.1 41.9	*3.2 2.1	*3.6 2.2	*1.6 1.0

†Multiplied by 2.75 for counties having 7 grades and by 3 for counties having 8 grades, to complete the elementary school course.

*An average of capital outlay expenditures for the years 1923, 1924, 1925, and 1926 has been used instead of expenditures for the year 1926 only.

individual counties used are those containing the average capital outlay expenditures over a four-year period. Somerset is the only county which has not increased its index number from 1925 to 1926 in all types of schools. St. Mary's is lower in 1926 than in 1925 in all and white schools, while Harford is lower in white schools only, and Allegany in colored schools only. The decreases in all except Allegany are explained almost entirely by the marked lowering of the ratio of boys to girls in high school. It is questionable whether this item (5) should be given equal weight with all of the other factors. In 1925 in Somerset, St.

TABLE 121

1925 AND 1926 INDEX NUMBERS OF INDIVIDUAL COUNTIES FOR ALL, WHITE, AND COLORED SCHOOLS

ALL SCHOOLS			WHITE SCHOOLS			COLORED SCHOOLS		
	Index Number			Index Number			Index Number	
County	1925	1926	County	1925	1926	County	1925	1926
Baltimore	*80.1	*85.3	Baltimore	*82.2	*87.7	Allegany	*99.1	*74.0
Allegany	*83.8	*85.0	Allegany	*83.5	*85.3	Washington	*56.4	*60.5
Montgomery	*68.4	*75.2	Montgomery	*76.9	*84.6	Baltimore	*53.2	*54.7
Howard	*66.3	*68.9	Anne Arundel	*73.0	*78.4	Carroll	*46.3	*51.9
Anne Arundel	*63.4	*68.5	Howard	*73.9	*76.6	Cecil	*45.5	*48.6
Washington	*64.3	*68.1	Talbot	*74.1	*76.1	Frederick	*44.7	*46.3
Carroll	*62.9	*67.5	Prince George's	*68.7	*74.4	Wicomico	*42.1	*43.3
Harford	*67.2	*67.3	Calvert	*66.9	*72.2	Anne Arundel	*39.0	*42.2
Cecil	*65.3	*66.8	Caroline	*66.3	*72.0	Caroline	*41.3	*42.0
Prince George's	*62.2	*66.8	Queen Anne's	*71.3	*71.8	Talbot	*38.1	*42.0
Frederick	*64.8	*66.2	Kent	*68.8	*71.1	Prince George's	*39.0	*40.6
Talbot	*63.1	*66.1	Harford	*71.2	*71.0	Somerset	*41.2	*39.6
Caroline	*60.6	*64.8	Cecil	*67.6	*69.0	Kent	*38.3	*39.5
Garrett	*60.7	*64.5	Worcester	*66.5	*69.0	Dorchester	*36.7	*39.0
Queen Anne's	*63.1	*63.5	Carroll	*63.6	*68.3	Worcester	*36.8	*38.7
Kent	*59.3	*61.5	Frederick	*67.0	*68.3	Queen Anne's	*36.1	*38.2
Wicomico	*59.5	*61.0	Washington	*64.3	*68.3	Harford	*35.2	*37.4
Worcester	*57.0	*59.1	Wicomico	*64.9	*66.8	Charles	*33.8	*34.7
Dorchester	*55.8	*58.3	Dorchester	*63.8	*66.6	Montgomery	*30.0	*31.0
Somerset	*57.1	*56.1	Somerset	*65.9	*65.6	Howard	*29.4	*30.7
Calvert	*52.5	*55.9	Garrett	*60.8	*64.5	Calvert	*28.5	*29.7
Charles	*48.7	*51.5	Charles	*58.3	*62.3	St. Mary's	*26.7	*27.3
St. Mary's	*45.5	*44.7	St. Mary's	*51.6	*51.2			
County Average	69.2 *65.3	71.3 *68.5	County Average	75.0 *70.3	77.2 *73.9	County Average	40.9 *40.5	41.9 *42.1
Baltimore City	90.4 *90.8	93.9 *95.8	Baltimore City	92.1 *92.5	98.5 *98.7	Baltimore City	82.8 *82.6	71.6 *81.6
State Average	77.9 *75.9	80.6 *79.8	State Average	81.8 *79.4	85.8 *84.0	State Average	57.7 *57.4	53.9 *58.1

*In calculating the index numbers an average of capital outlay expenditures for a period of four years was used, instead of expenditures for the year 1925 and the year 1926 only.

Mary's and Harford the ratio of boys to girls in high school was very high so that the rather large drop in this particular item in 1926 was reflected in the index number. In Allegany there was a decrease in all of the financial items for colored schools which brought a reduction in the index number. (See Table 121.)

For white schools Baltimore County ranks first with an index number of 87.7, Allegany second with 85.3, Montgomery third, and Anne Arundel fourth. In addition, Howard, Talbot and Prince George's are all above the county average. St. Mary's is lowest with 51.2 points, Charles next to the lowest and Garrett, Somerset, Dorchester and Wicomico are next above with index numbers ranging from 62 to 67.

For colored schools Allegany is at the top with an index number of 74 and St. Mary's is at the bottom with 27.3 points. Howard and Montgomery are found near the bottom of the list. Washington ranks second, Baltimore third and Carroll fourth.

† TEACHER TRAINING AT THE STATE NORMAL SCHOOLS AT TOWSON, FROSTBURG AND SALISBURY

GRADUATES IN 1926

There were 540 graduates from the State normal schools at Towson, Frostburg and Salisbury, which closed their sixty-first, twenty-fourth and first years, respectively, in August, 1926. Of this number 326 came from the counties and 214 from Baltimore City. The 428 graduates from Towson were 99 fewer than the number in the preceding year, the largest class in the history of the school. The decrease is accounted for by the failure of a large number of the 1926 graduates from Baltimore City to obtain positions, thus decreasing the enrollment at Towson the following school year; by the opening of the new normal school at Salisbury; and by the increased enrollment at Frostburg. Frostburg had 84 graduates in 1926, an increase of 25 over the preceding year; and Salisbury graduated 28 from its first senior class. The number of graduates from the counties (326) did not equal the number of inexperienced teachers whom it was found necessary to employ in the county white elementary schools in the fall of 1926 (390). The normal schools are therefore not yet supplying enough graduates to cover the annual turnover in the elementary school field. (See Table 122.)

TABLE 122

NUMBER OF NORMAL SCHOOL GRADUATES, 1926

YEAR	TOWSON			FROSTBURG	SALISBURY	TOTAL COUNTY
	County	Baltimore City	Total			
1922	114		114	28		142
1923	240		240	58		298
1924	239		239	71		310
1925	293	234	527	59		*352
1926	214	214	428	84	28	*326

*Excludes 234 Baltimore City Graduates from Towson in 1925 and 214 in 1926.

In addition to 90 Towson graduates of 1926 who obtained positions in Baltimore City, 321 normal school graduates of 1926 accepted positions in the counties. Of those who took county positions 218 received their training at Towson, 76 at Frostburg and 27 at Salisbury.

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‡ Data secured from reports prepared by Lida Lee Tall and John L. Dunkle, principals of Maryland State Normal Schools at Towson and Frostburg, respectively.

Of the 321 graduates who undertook teaching service in the counties, 154 or 48 per cent went into rural schools in which they were the only teachers, 48 or 15 per cent went into schools having two teachers, and the remaining 119 or 37 per cent were assigned to schools having three or more teachers. From the Towson county graduates 85, or 39 per cent, went into one-teacher schools and 40 or 18 per cent. into schools having two teachers. At Frostburg a larger proportion went into rural schools, since Allegany County does not permit normal school graduates without experience to teach in the graded schools. The Frostburg graduates therefore accept positions in the rural schools of Allegany County and since the other counties to which they go, viz. Garrett, Carroll and Frederick, have a large proportion of rural schools, it explains the entrance of 52, or 68 per cent of the Frostburg graduates into one-teacher schools and 9 per cent into two-teacher schools. From Salisbury, 17 or 63 per cent went into one-teacher schools and 1 or 4 per cent into two-teacher schools. (See Table 123.)

TABLE 123

PER CENT OF 1926 NORMAL SCHOOL GRADUATES TEACHING IN VARIOUS TYPES OF SCHOOLS IN THE COUNTIES

TYPE OF SCHOOL	TOWSON		FROSTBURG		SALISBURY		TOTAL IN COUNTIES	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
One-Teacher	85	39.0	52	68.4	17	62.9	154	48.0
Two-Teacher	40	18.3	7	9.2	1	3.7	48	14.9
Graded	93	42.7	17	22.4	9	33.4	119	37.1
Total Counties	218	100.0	76	100.0	27	100.0	321	100.0

The distribution of the graduates by types of schools in the counties in which they accepted positions is shown in Table 124. It will be noted that 1926 Towson graduates are teaching in every county of the State except Allegany. Frostburg 1926 graduates are found in the greatest numbers in Garrett, Allegany, Washington, Carroll, Frederick and Montgomery. One is in Howard and another in Kent. Salisbury graduates are found chiefly in Wicomico, Carroll, Worcester, Dorchester, Prince George's and Kent, and one is in each of the following counties: Queen Anne's, Talbot, Frederick and Washington. The last column of Table 124 shows the total number of 1926 graduates teaching in each county.

TABLE 124

DISTRIBUTION OF 1926 NORMAL SCHOOL GRADUATES BY COUNTY PLACEMENT AND TYPE OF SCHOOL

COUNTY	TOWSON				FROSTBURG				SALISBURY				GRAND TOTAL			
	One-Teacher	Two-Teacher	Graded	Total	One-Teacher	Two-Teacher	Graded	Total	One-Teacher	Two-Teacher	Graded	Total	One-Teacher	Two-Teacher	Graded	Total
Allegany	...	...	...	...	17	0	1	18	...	...	...	...	17	0	1	18
Anne Arundel	1	2	10	13	...	...	...	...	...	...	...	...	1	2	10	13
Baltimore	6	4	33	43	...	...	...	...	...	...	...	...	6	4	33	43
Calvert	3	0	1	4	...	...	...	...	...	...	...	...	3	0	1	4
Caroline	10	0	0	10	...	...	...	...	...	...	...	...	10	0	0	10
Carroll	11	3	6	20	7	1	2	*12	4	0	0	4	22	4	8	*36
Cecil	5	0	3	8	...	...	...	...	...	...	...	...	5	0	3	8
Charles	4	1	1	6	...	...	...	...	...	...	...	...	4	1	1	6
Dorchester	2	4	3	9	...	...	...	...	3	0	0	3	5	4	3	12
Frederick	5	9	4	18	4	3	0	7	0	0	1	1	9	12	5	26
Garrett	3	0	1	4	19	2	2	23	...	...	...	...	22	2	3	27
Harford	12	4	2	18	...	...	...	...	...	...	...	...	12	4	2	18
Howard	5	3	4	12	1	0	0	1	...	...	...	...	6	3	4	13
Kent	2	0	0	2	1	0	0	1	0	0	2	2	3	0	2	5
Montgomery	3	3	3	9	0	0	2	2	...	...	...	...	3	3	5	11
Prince George's	1	2	9	12	...	...	...	...	1	0	2	3	2	2	11	15
Queen Anne's	5	0	0	5	...	...	...	...	1	0	0	1	6	0	0	6
St. Mary's	0	2	0	2	...	...	...	...	...	...	...	...	...	2	0	2
Somerset	2	1	3	6	...	...	...	...	...	...	...	...	2	1	3	6
Talbot	1	1	1	3	...	...	...	...	0	0	1	1	1	1	2	4
Washington	1	1	8	10	3	1	10	14	0	0	1	1	4	2	19	25
Wicomico	2	0	0	2	...	...	...	...	6	1	1	8	8	1	1	10
Worcester	1	0	1	2	...	...	...	...	2	0	1	3	3	0	2	5
Total Counties	85	40	93	218	52	7	17	*78	17	1	9	27	154	48	119	*323
Not Teaching in State	...	...	...	†11	...	...	...	6	...	...	...	1	...	...	...	†18
Baltimore City, Teaching	...	...	90	90	...	...	...	...	...	...	...	...	...	...	...	90
Not Teaching	...	...	...	109	...	...	...	...	...	...	...	...	...	...	...	109
Total, Teaching	85	40	183	308	52	7	17	*78	17	1	9	27	154	48	119	413
Not Teaching	...	...	...	†120	...	...	...	6	...	...	...	1	...	...	...	†127

* Includes 2 graduates teaching music in High Schools.
† Includes 1 working in library at Towson Normal School.

Of the county graduates 10 from Towson, 6 from Frostburg and 1 from Salisbury are not teaching. Of the Baltimore City graduates 90 are teaching and 109 did not obtain positions. (See lower portion of Table 124.) This situation will probably bring about a still further reduction in the city enrollment at Towson in the fall of 1927.

Two-thirds of the county graduates of 1926 returned to teach in their home counties, which means that one-third took positions in other counties which had vacancies and had not sent sufficient high school graduates to normal school to supply their needs. Of the county graduates from Towson over three-fourths returned to their home counties, from Frostburg 45 per cent and from Salisbury 56 per cent. Baltimore City employed only 41 per cent of the 1926 graduates. (See column *c* in Table 125 for each of the normal schools.)

TABLE 125

NORMAL SCHOOL GRADUATES OF 1926 WHO RETURNED TO TEACH IN THEIR HOME COUNTIES OR WHO TAUGHT IN COUNTIES OTHER THAN THEIR HOME COUNTY.

COUNTY	TOWSON					FROSTBURG					SALISBURY					ALL SCHOOLS				
	Number Coming from Each County	Returned to Teach in Home County		Teaching and Coming from Other Counties		Number Coming from Each County	Returned to Teach in Home County		Teaching and Coming from Other Counties		Number Coming from Each County	Returned to Teach in Home County		Teaching and Coming from Other Counties		Number Coming from Each County	Returned to Teach in Home County		Teaching and Coming from Other Counties	
		No.	Per Cent	No.	Per Cent		No.	Per Cent	No.	Per Cent		No.	Per Cent	No.	Per Cent		No.	Per Cent	No.	Per Cent
	a	*b*	*c*	*d*	*e*	*a*	*b*	*c*	*d*	*e*	*a*	*b*	*c*	*d*	*e*	*a*	*b*	*c*	*d*	*e*
Allegany	1					59	18	30.5								60	18	30.0		
Anne Arundel	10	9	90.0	4	30.8											10	9	90.0	4	30.8
Baltimore	43	35	81.4	8	18.6											43	35	81.4	8	18.6
Calvert	9	4	44.4													9	4	44.4		
Caroline	12	10	83.3													12	10	83.3		
Carroll	12	11	91.7	9	45.0				12	100.0				4	100.0	12	11	91.7	25	69.4
Cecil	8	8	100.0													8	8	100.0		
Charles	3	3	100.0	3	50.0											3	3	100.0	3	50.0
Dorchester	11	9	81.8								7	3	42.9			18	12	66.7		
Frederick	16	14	87.5	4	22.2				7	100.0				1	100.0	16	14	87.5	12	46.2
Garrett	1	1	100.0	3	75.0	10	8	80.0	15	65.1						11	9	81.8	18	66.6
Harford	16	15	93.7	3	16.7											16	15	93.7	3	16.7
Howard	2	2	100.0	10	83.3				1	100.0						2	2	100.0	11	84.6
Kent	2	2	100.0						1	100.0	2	1	50.0	1	50.0	4	3	75.0	2	40.0
Montgomery	9	9	100.0			2	2	100.0								11	11	100.0		
Prince George's	7	7	100.0	5	41.7									3	100.0	7	7	100.0	8	53.3
Queen Anne's	7	5	71.4								2			1	100.0	9	5	55.6	1	16.7
St. Mary's	2	1	50.0	1	50.0											2	1	50.0	1	50.0
Somerset	13	6	46.2								1					14	6	42.9		
Talbot	2			3	100.0	1								1	100.0	3			4	100.0
Washington	12	9	75.0	1	10.0	11	9	81.8	5	35.7				1	100.0	23	18	78.2	7	28.0
Wicomico	5	2	40.0								9	8	88.9			14	10	71.4		
Worcester	8			2	40.0						6	3	50.0			14	3	21.4	2	40.0
Total Counties	211	162	76.8	56	25.7	83	37	44.6	41	52.6	27	15	55.6	12	44.4	321	214	66.6	109	33.7
Out of State	3					1					1					5				
Baltimore City	214	89	41.6	1	1.1											214	89	41.6	1	1.1
Total State	428	251	58.6	57	18.5	84	37	44.1	41	52.6	28	15	53.6	12	44.4	540	303	56.1	110	26.6

Note: The percentages in column *e* are obtained by dividing column *d* by the sum of columns *b* and *d*.

Cecil and Montgomery Counties employed all of their own graduates and took none from other counties. Prince George's, Howard, and Charles employed all of the 1926 graduates who came from their counties but added to their staffs graduates from other counties. Allegany, Calvert, Caroline, Dorchester, Somerset and Wicomico took all of their own graduates for whom there were vacancies, releasing the others for service in other counties in which the demand was greater than the supply. Anne Arundel, Baltimore, Carroll, Frederick, Garrett, Harford, Kent and Washington employed from 75 to 94 per cent of their own graduates but also added to their staffs a number from other counties. Talbot took into its service none of its own graduates but four from other counties. (See Table 125.)

THE 1926 FALL ENROLLMENT

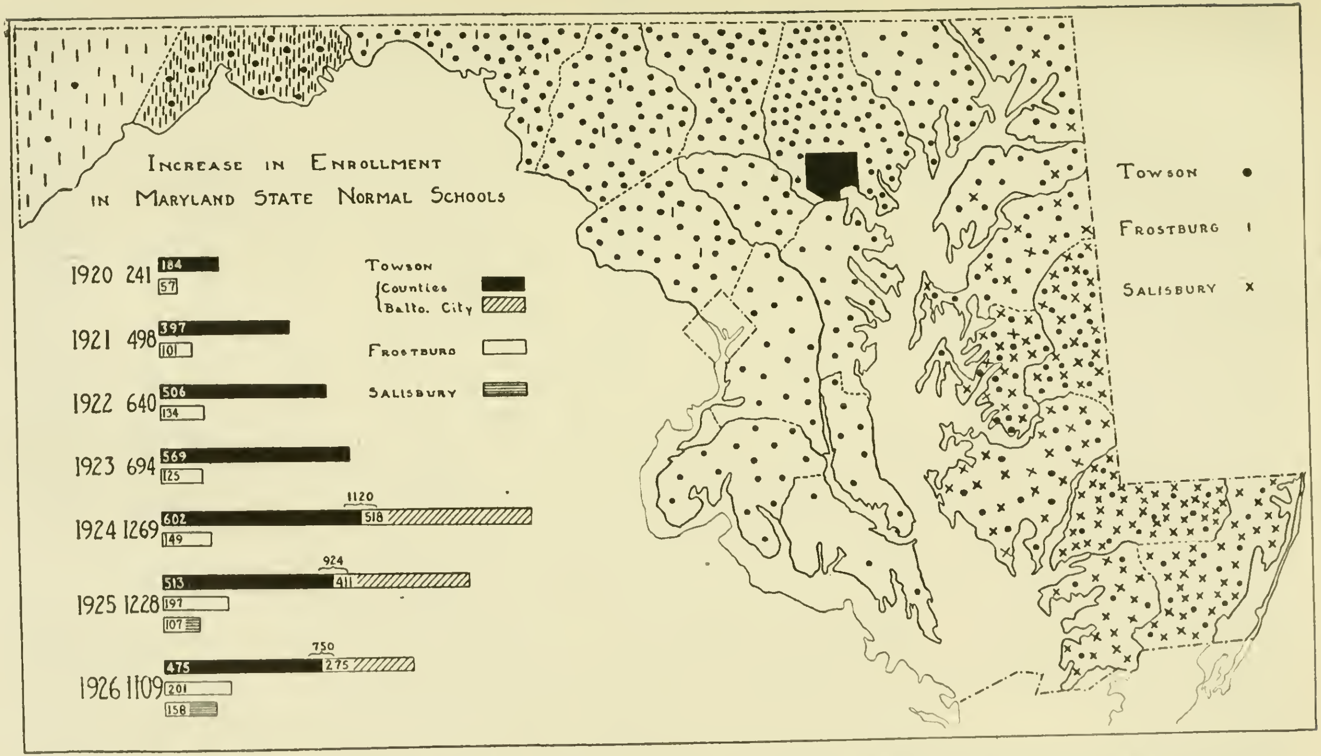
The 1926 fall enrollment in the normal schools was 1,109, a decrease of 119 under the enrollment for 1925. The decrease in

TABLE 126

ENROLLMENT IN MARYLAND STATE NORMAL SCHOOLS FOR WHITE STUDENTS, SEPTEMBER, 1926

COUNTY	TOWSON				FROSTBURG				SALISBURY				ALL NORMAL SCHOOLS					
	Juniors		Seniors		Juniors		Seniors		Juniors		Seniors		Juniors		Seniors		Total	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Allegany	6	0	7	0	64	10	71	8	...	...	...	...	70	10	78	8	148	18
Anne Arundel	7	0	7	1	...	...	...	...	...	...	...	...	7	0	7	1	14	1
Baltimore	30	7	35	2	...	...	...	...	...	...	...	...	30	7	35	2	65	9
Calvert	3	0	4	0	...	...	...	...	...	...	...	...	3	0	4	0	7	0
Caroline	7	1	14	0	...	...	...	...	13	1	5	1	20	2	19	1	39	3
Carroll	14	4	18	1	1	0	...	...	...	...	...	...	15	4	18	1	33	5
Cecil	9	0	7	0	...	...	...	...	2	0	1	0	11	0	8	0	19	0
Charles	8	1	5	1	...	...	...	...	...	...	...	...	8	1	5	1	13	2
Dorchester	8	0	5	0	...	...	...	...	13	0	7	0	21	0	12	0	33	0
Frederick	25	4	23	1	3	0	...	...	...	...	...	...	28	4	23	1	51	5
Garrett	...	...	2	0	13	2	13	4	...	...	...	...	13	2	15	4	28	6
Harford	12	0	12	2	...	...	...	...	...	...	...	...	12	0	12	2	24	2
Howard	9	0	2	2	...	...	...	...	...	...	...	...	9	0	2	2	11	2
Kent	5	0	5	0	...	...	...	...	...	...	2	0	5	0	7	0	12	0
Montgomery	8	0	20	1	0	1	1	0	...	...	...	...	8	1	21	1	29	2
Prince George's	8	0	9	0	...	...	...	...	...	...	...	...	8	0	9	0	17	0
Queen Anne's	7	0	11	0	...	...	...	...	6	0	2	0	13	0	13	0	26	0
St. Mary's	...	...	3	0	...	...	...	...	...	...	...	...	...	...	3	0	3	0
Somerset	1	0	4	0	...	...	...	...	8	0	8	0	9	0	12	0	21	0
Talbot	7	1	7	0	...	...	...	...	7	1	6	1	14	2	13	1	27	3
Washington	15	1	18	2	3	1	3	1	1	0	...	...	19	2	21	3	40	5
Wicomico	2	0	8	0	...	...	...	...	18	1	22	0	20	1	30	0	50	1
Worcester	6	0	6	0	...	...	...	...	10	0	20	1	16	0	26	1	42	1
Total Counties	197	19	232	13	84	14	88	13	78	3	73	3	359	36	393	29	752	65
Out of State	7	0	6	1	2	0	...	...	1	0	...	...	10	0	6	1	16	1
Baltimore City	100	12	154	9	...	...	...	...	...	...	...	...	100	12	154	9	254	21
Grand Total	304	31	392	23	86	14	88	13	79	3	73	3	469	48	553	39	1,022	87

CHART 47



MAP SHOWING ENROLLMENT AT EACH NORMAL SCHOOL AND IN ALL NORMAL SCHOOLS FROM 1920 TO 1926 AND THE DISTRIBUTION BY COUNTIES FROM WHICH THEY CAME OF THE TOTAL ENROLLMENT AT TOWSON, FROSTBURG AND SALISBURY IN THE FALL OF 1926.

enrollment is more than accounted for by the reduction of 136 in the enrollment of Baltimore City students at Towson, probably due to the large number of 1925 and 1926 city graduates for whom no positions in the city were available. There was also a decrease of 38 in the county enrollment at Towson, which is a natural outcome of the growth in enrollment at Salisbury which began its second year this fall with 158 students. The Frostburg enrollment of 201 is the largest in its history. (See lower left-hand corner of Chart 47.)

Each student who came to the normal schools in the fall of 1926 is represented by a dot for Towson, a vertical line for Frostburg and an X for Salisbury placed in the county from which the student came. (See Chart 47.) Most of the counties are well represented. Those not thickly covered are the five southern Maryland counties, and Garrett, Howard, Harford and Kent.

The distribution of the September, 1926, enrollment from each county by sex and year is given in Table 126. There are no juniors enrolled from St. Mary's County. There is a larger enrollment of juniors than of seniors from Charles, Dorchester, Frederick and Howard Counties, but the seniors outnumber the juniors considerably in Garrett, Montgomery, Somerset, Wicomico, Worcester and Baltimore City.

The enrollment campaign at Towson was largely managed by the students who returned to their high schools during the Easter vacation to use their influence to induce gifted high school students to enter the teaching profession.

At Frostburg the field work included visits to the high schools and the placing of the school paper in the hands of the prospects. The most essential difference between the campaign of this year and previous years was the absence of emotional appeals. The incoming class would, perhaps, have been larger by 20 had visits of the more distant students been planned and carried through as in other years. The greatest falling off is from Oakland and Washington County.

WHO COME TO THE NORMAL SCHOOL

Reaching Prospective Students Before They Enter Towson

At Towson tests are given to all entering students in order to get a profile of their efficiency for diagnostic purposes and as a starting point in their education at the normal school. Tests of intelligence, reading, spelling, English vocabulary, arithmetic, and personality have been used.

It was found in 1925 "that normal schools in general are not enrolling students of as high intellectual ability as are either the arts and science colleges or the schools of engineering." At Towson this condition was accepted not as inevitable but as a challenge to increased effort to induce more able high school students to enter the teaching profession, and it was suggested that the time is fast approaching when some definitely fixed high school standard must be reached before admitting students to the normal schools of the State. As a result of legislation in 1927, the normal schools will come under the same regulations as all other institutions of higher learning in the State and can regulate the admission of undesirable applicants.

The service of the Towson Normal School to county high schools was offered through the suggestive plan outlined in the following letter sent out by the State Superintendent in the spring of 1926:

> To the High School Principals:
>
> About one-fifth of the entering students at the Maryland State Normal School at Towson each year have been found to be at or below the eighth grade ability level in fundamentals of arithmetic, English usage, spelling, or reading. This condition is a serious handicap to this school, which endeavors to build a professional education on the foundations laid in the elementary and high school, but a still more serious handicap to the students themselves who, because of these really minor defects, meet disaster in their courses in the normal school and in their student-teaching.
>
> A trial has been made, with marked success in many cases, of challenging these students to self-improvement and review work along the line of their defects; but, of course, this adds heavily to an already loaded program of studies. We feel that, if, as seniors in high school, prospective normal school students could be adequately tested and made to see their own weaknesses in the above mentioned fundamentals, they might be led to an earlier start in self-improvement work and thus enter the normal schools with a more adequate preparation.
>
> To this end the Research Department at the Towson Normal School has prepared a test and self-improvement service that high school principals interested in the above plan may apply for. This consists of specially prepared tests with tentative standards which principals may use with prospective applicants. Students showing marked weaknesses along any line may then be given constructive suggestions toward self-improvement and review work before coming to the Normal School.
>
> The service now includes tests and suggestions in arithmetic manipulations and problem solving, English usage, speed and comprehension in reading, and spelling. The tests are short but fairly comprehensive measuring sticks. They will locate general weaknesses. That is all they are expected to do. The prospective applicant must do the rest.
>
> One high school has tried the plan this year, and we are pleased to report a fine spirit of cooperation on the part of its principal and staff.
>
> This service may be had for the asking by applying to Lida Lee Tall, Principal, Maryland State Normal School, Towson, Maryland.
>
> (Signed) ALBERT S. COOK,
> State Superintendent of Schools.

Since September, 1926, fifty-three high schools have taken advantage of this self-improvement service for their senior pupils and to date, nine replies have been received from these high schools, with the standards achieved by the students who are planning to go to normal school next year.

Some Facts About Frostburg's Enrollment—September, 1926

TABLE 127

		Juniors	Seniors
High School Course	Academic	75	78
	General	19	18
	Commercial	5	2
	Unclassified	1	4
Third of Class	Upper	36	38
	Middle	36	50
	Lower	23	10
	Unclassified	5	4
I. Q. Range Single Test	115 or more	6	13
	110—114	11	9
	100—109	35	36
	90— 99	19	14
	90— 94	14	12
	85— 89	7	9
	Below 85	2	1
	Unclassified	6	8

The commercial students are coming to the normal school at Frostburg in very small numbers, only seven being now in attendance. The larger number from the *lower third* of the several high school classes in the junior year is not as important as it appears, for many of these come from large schools, and so may be better prepared than even those in the upper third from a small school. The intelligence rating, while not an accurate one, is more determining than the ranking in the section of the class. It is quite doubtful if students with an I. Q. of less than 90 will make satisfactory progress. Last year four rated from 82—89 made unsatisfactory progress.

Two regulations included in the following letter to parents were adopted to take care of students making unsatisfactory progress at Frostburg:

My dear Mrs. ——————

The faculty of the State Normal School at Frostburg has ruled that students who have made as many as four failures during the junior year should not be encouraged to return to the school for further work. It has been ruled, also, that beginning in September, 1926, at least half of a student's grades shall be better than "D" in order for her to be recommended for graduation. These standards are not too high. The county superintendents are demanding well-trained teachers, and students who are not able to do as fine a quality of work as required by the second ruling should not train for teaching.

I shall be very glad to try to help you and your daughter to find work in which she will be more successful and, I believe, happier.

Your daughter has failed in the following———————————subjects this year.

(Signed) JOHN L. DUNKLE.
Principal.

THE NORMAL SCHOOL FACULTIES

The faculty at the normal schools in the fall of 1926 was increased by the addition of one member at Salisbury, by an additional assistant in the library at Towson and Frostburg and by an additional teacher in the campus school at Frostburg. Towson has five fewer training centers in the counties, while Frostburg has four more and Salisbury one more than last year. Towson has seven fewer training centers in Baltimore City than in 1925. (See Table 128.) Because of the decreased enrollment, the teaching staff at Towson will be considerably reduced in the fall of 1927.

TABLE 128

FACULTY AT MARYLAND NORMAL SCHOOLS FOR WHITE STUDENTS FALL OF 1926

	Towson	Frostburg	Salisbury	Total
Principal	1	1	1	3
Instructors	*40	10	**9	59
Library	5	3	1	9
Elementary Campus School	†10	3	2	15
Training Centers:				
County	16	10	12	38
Baltimore City	17	..	..	17

*Includes one on leave of absence.

†Including a principal, a helping teacher, a kindergartner and a teacher for each of the seven grades.

**Includes the director of training who is also principal of the elementary school, the social director who teaches science part time, and the resident nurse, who is director of health and physical education

Training Centers for Maryland Normal Schools

TABLE 129

Normal School at	County Cooperating	No. of Schools	No. of Teachers
	Baltimore	8	11
Towson	Anne Arundel	1	3
	Harford	1	2
	Total Counties	10	16
	Baltimore City	7	17
	Campus School	1	8
Frostburg	Allegany	10	10
	Campus School	1	4
Salisbury	Wicomico	8	11
	Somerset	1	1
	Campus	1	2

HOW STUDENTS ARE INDUCTED INTO PRACTICE TEACHING

Special Courses With Emphasis Upon Teaching at Towson

During the year 1925-1926 the three special teaching courses at Towson were watched with critical study. The first course, "Introduction to Teaching," was again given to all juniors during the first term. This course was followed by "Junior Participation"—three hours a week for twelve weeks. The training teachers, after the first year of experimentation with this course, decided that it was more important than they first deemed, because it gave them an opportunity to influence early, the junior students. They saw the effect of growth when the same students, as seniors, undertook the more difficult term of student teaching. There is controversy among normal schools over the value of an "Introduction to Teaching" course for orientation into the profession. We believe that both the introductory teaching courses are definitely augmenting and promoting better work in the senior teaching course, which is a course of 300 hours for the city students and 180 hours for county students, during a twelve week term.

Demonstration, Observation and Participation at Frostburg

The campus training school has been used during the morning for practice teaching and also for demonstration for the regular normal school work. This burden has been too heavy not only for the pupils but for the critic teachers as well. Realizing these facts the faculty has used the demonstration lesson for concreting instruction too little. The demonstration is so essential that during the coming year one room of the campus school will be reserved for a term for demonstration, and no student teacher will be assigned to it during that term. The only objection to the plan seems to be that since we are reserving the first grade room during the fall term only primary children can be seen during these twelve weeks. It will be possible though for the other rooms to give occasional demonstrations, but not to be burdened as in the past. This plan is meeting the needs for demonstration.

Directed Teaching at Frostburg

The student teacher does not see enough good teaching during her practice period. During the year, this need has been stressed at Frostburg and some gain has been made. Not only must good teaching be seen, but it must be so placed in the student's stage of learning, and so consciously observed for its purposes that it becomes a "pattern" for her adaptation to her own technique.

The course in Teaching Technique that gets its concreteness and meaning from the period of teaching has grown in effectiveness through keeping the critic teachers in touch with the problems that are being studied. For example, during the study of

"Questioning" the critics are urged to lay emphasis on the method of the lesson plan.

During the summer session the principal offered a course for critics or supervisors of directed teaching. It has long been evident that the weakest part of teacher training work is in the practice work. The critic needs to be much more than an excellent classroom teacher. She must be able to analyze the work of the beginning teacher and induct her rapidly not only into better technique but into a more understanding technique; to surcharge her with enthusiasm for high standards of preparation for her daily teaching; to equip her for attacking scientifically the daily problems of the classroom; and to equip her with a right philosophy of child development and professional relationships so that a maximum of these essential qualities remain to guide and function in the student's later teaching. Seldom can merely good teachers grow into effectice critics by in-service training. Each year progress has been made in equipping the practice schools with better equipped critics, yet still further improvement is very desirable.

Every two weeks the training school teachers or critics met the Director of Training for work on definite problems within the practice teaching field. We have tried to attack the problems of improving the classroom instruction and the conference with the critics in two ways—first, through group meetings with the critics, circular letters, Saturday and evening conferences, and professional visits to the schools; second, by trying through work with the student teachers to plan and help the critic to better technique and larger conceptions of subject matter. We are now convinced that the only attack is through the critic. She alone is and can be responsible. We can help her when she desires help and only then.

For the coming year we are working intensively in the subject matter fields of history and geography. We are trying to save the critics from pressure in the other subjects in order to assure a maximum of growth in our objectives for the year. Next year we can stress some other subjects. The plan has the approval of Superintendent Webb. All the critics will come together every four or five weeks for a three-hour session on the objectives for the year. The county is giving a larger number of supplementary books in the fields of history and geography, in order that our work may be as successful as possible.

Practice Teaching and the Training Centers at Salisbury

It is the aim at Salisbury to make the training school the laboratory equipment of the normal school, and the teaching in it the center around which the work of other courses revolves and to which is related every department of school work. Since the director of training is principal of the elementary school and in close touch with all of the educational courses given in the normal school, it is possible to prevent a wide gap between educational and professionalized subject matter courses and practice in the training school. A training school cabinet has been formed including the subject matter specialists in the various fields, each of whom supervises her subject in the training school, the director of training, and the demonstration and critic teachers in the campus training school and the training centers off campus.

The campus school, a typical elementary school, is used almost exclusively for observation and demonstration. The training centers provide prospective teachers with opportunities for practice in the types of schools or grades in which they will probably teach.

Practice teaching is distributed over three terms in the following courses: Teaching I includes observation, participation and group teaching one hour daily for 12 weeks; Teaching II consists of room teaching of a single grade for one hour daily for 12 weeks; Teaching III includes responsibility for teaching in a one-teacher school for one-half day for six weeks. Parallelling this Practice Teaching are the educational courses—Technique of Teaching, Elementary School Problems and Rural Teaching Problems—which serve as clearing houses for many of the problems met in practice.

The practice teaching is supervised by the requirement that lesson plans be approved by supervisor or critic before the lesson is taught, by visits of supervisors followed by conferences for constructive criticism of student teaching. At these conferences the strong and weak points of the lesson and ways of improving it are discussed. Sometimes the supervisor or critic teaches the class. Sometimes group conferences are called.

The following are guiding principles in administering practice teaching:

1. No critic shall have more than from 4 to 6 students at a time.
2. Not more than three-fifths of the work of any training center should be under the direction of student teachers.
3. The minimum size of the elementary school class should be 12 pupils.
4. Courses carried by students during their teaching term should bear directly upon the practice work done that term.
5. The minimum number of hours to be spent in practice teaching is 180. Salisbury graduates have 210 hours.
6. Training facilities should provide prospective teachers with opportunities for practice in the types of schools or grades in which they will probably teach.

7. The welfare of the pupils of the training centers is the primary consideration in determining the instruction given.
8. No separate and distinct course in observation as such is provided in the curriculum. Observation is distributed among different subject matter and theory courses on the basis of need.

DEVELOPMENTS IN COURSE OF STUDY MAKING AT TOWSON

Activities in Course of Study Making throughout the counties, particularly in geography, have led to the recognition of the geography department of this school, nine counties having engaged the services of Mr. E. Curt Walther, either as a consultant or a lecturer upon the subject.

In four fields—English, elementary science, geography and mathematics—the school is cooperating with the Normal School Education Department of Teachers College, Columbia University. When Dean Russell of Teachers College three years ago invited this school among nine others of the Atlantic Coast Section to participate, he explained that Teachers College needed to build up more efficient courses in its normal school offerings and that it needed a field for investigation and for demonstration of progressive teacher-training work. These three years of cooperation have been of immense value to the Towson Normal School both in receiving and in making contributions to teacher training education.

SERVICE RENDERED BY THE TOWSON LIBRARY

Despite the diminished enrollment at Towson, there was a surprising increase in circulation of books. The number of books taken out for overnight or longer periods was 219,915 as contrasted with 162,099 for the preceding year. This increase may be attributed to several factors:

a. Increased efficiency of administration effected by the reorganization work of the preceding summer.

b. Increasing growth in ability on the part of both staff and the corps of student assistants.

c. The continued policy of many instructors to use many books in their courses instead of one text.

d. The fact that the amount of books and material available has not yet reached the saturation point; that is, students have not so far had as much material as they could have used, and they will continue to absorb many more books for daily use, until we reach the point where there are enough for all to draw all they would like to use each day for home work. (Books totalling 2,125 were added during the year.)

One of the outstanding accomplishments for the year was the opening of an Elementary School Library in February, 1926. Books were derived from three sources: from those already purchased by the Elementary School, by loan from the Main Library, and by gifts from parents and friends of the school. The children of the grades come each week for stories, reading, and borrowing of books for home use. The number of such circulations from February to June was 2,880.

During the summer of 1926, an innovation was planned and put through, namely, the making of a reference room from the outer half of the library office and workroom. In this little reference department are housed a set of encyclopedias and the main reference books, the vertical files of pamphlets, and picture collections, and any illustrative material needed for student reference teaching. An assistant has been put in charge of this division of the work, and the development of the use of pictures and material for teaching purposes has been very remarkable. In this room are also kept the Unit studies and bibliographies accompanying them, so that much time formerly wasted in duplicating search for references is now saved and applied to new projects.

HEALTH WORK AT TOWSON

Each student at Towson is given three medical and physical examinations during the two years. Students are examined when they enter the school at the beginning of the first year, again at the beginning of the second year, and before graduation. The physician notifies parents of students of their physical defects and assists in referring students to dispensaries and to specialists in the city.

During the school year 1925-26, of 2,558 cases treated, 556 or 21 per cent were admitted to the infirmary. There were 23 cases transferred to hospitals and 9 sent to their homes for the following diseases: Mumps, measles, appendicitis, rheumatic fever, pyelitis, pneumonia and cervical adenitis.

The following are records of examinations at Towson in September, 1926:

TABLE 129

	Juniors	Seniors	Elementary	Faculty	Employees
Total number examined	321	404	126	38	9
Essentially normal (or with defects not remedial)	233	322			
Remedial defects—					
a. Eyes	41	7			
b. Teeth	73	36			
c. Tonsils	5	21			
Impaired hearing	1	5			
Defective heart	5	5			
Pulmonary tuberculosis	0	1			
Number of letters of recommendations sent out	88	62			
Number who responded to recommendations made last year	......	61			
Number who did not respond	......	25			

A health committee, of which the physician, nurse, social director, dietitian and health and physical education instructors are members, supervises the living conditions in the buildings and the daily programs of students.

FRESHMAN WEEK AND JUNIOR MOTHERS' DAY AT TOWSON

In September, 1926, an innovation was planned whereby the juniors had a two-day session at the school previous to the regular opening. These two days enabled the faculty and dormitory staff to get acquainted with the juniors, and the juniors to get acquainted with the school plant. All entering students met the faculty in the discussion of the school and its environment. They visited the grounds, the dormitories, had a lawn party with the faculty in the afternoon, and a recreation hour at night with singing and dancing. By the time the seniors arrived three days later, the juniors were quite familiar with the plant and felt at home. They had taken their tests and had been inducted, through conferences, into their duties and powers. The faculty believes this plan has developed an unusually fine spirit on the part of the juniors throughout this year.

A large number of the mothers of the junior students accepted the invitation to spend a week-end at the school, when a special program was prepared for them from Friday afternoon, November 5, to Sunday, November 7. The Saturday afternoon conference with the faculty when the life of a student at normal was discussed with frankness to show the effect of home cooperation with the school's ideals, cannot help but result in a most salutary influence upon the parents, the students, and the school. Both dormitory and city students' mothers were invited, and there was a large attendance.

EXTRA CURRICULAR ACTIVITIES

Frostburg's Policy Toward Clubs

Clubs and organizatiions may make a big contribution to the individual growth of many of the students. It has been the policy at Frostburg to foster only such activities that one or more of the faculty is vitally interested in. A club to be a real force needs enthusiastic leadership. Last year our literary societies were permitted to die because their day of usefulness seemed to have passed. During the year there grew up a dramatic club, a Young Women's Christian Association, music clubs, a dancing club, and now, a science club. These organizations develop the avocation side of the student as well as further her professional and social outlook.

Athletics at Frostburg

Strong coaching and teaching for all the competitive games have been held a necessity. Participation by all has been the goal. Through this attack it has been hoped that every student can organize for track meets and prepare teams for competitive games. While a team, a winning team, may seem to be the goal, that has only been a motive power for getting each one equipped for his professional job.

The Salisbury Glee Club

The Sho' Echo Glee Club was organized in September, 1925, with 40 members under the leadership of Miss Gladys Feidler, instructor in music. Regular weekly rehearsals made it possible to give a number of concerts in Salisbury and at Crisfield, Millington, and Washington College, Chestertown. In the fall of 1926 there were 34 students in the Glee Club.

The Salisbury Normal School Seal

A seal has been adopted for the Salisbury Normal School which is a symbol of the State, the Shore, and the School. The loblolly pine is characteristic of the Eastern Shore; the boat represents the fishing industry, the plow and farm products the agricultural interests of the State, the strawberry bed in the lower left foreground represents a leading industry of the Eastern Shore; the sun at its zenith signifies the educational service which it is hoped the school will render; the Maryland shield signifies that the school is a State institution.

Dormitory Spirit at Salisbury

The student body at Salisbury has been congratulated upon the spirit of general helpfulness, consideration, and cooperation noticeable in their dormitory life. The House Organization composed of members of the dormitory meets bi-monthly to discuss and make suggestions for the betterment of living and dormitory conditions. The hour between 6 and 7 each evening is devoted to playing games in the social room or dancing in the auditorium.

Lecture Course for People of Salisbury

In 1926 the instructors in English and History gave a series of six lectures on Modern Literature and Women in American History open to the people of Salisbury. Since they were well attended and a desire for their continuance in 1927 was exexpressed. the subjects chosen for this year are Music and Education.

THE SUMMER SESSION AT TOWSON AND FROSTBURG

The Summer Session at Towson

The Summer Session enrollment is steadily decreasing, which brings before us the problem: "Shall the Normal Schools continue to support a Summer Session when the Johns Hopkins University and the University of Maryland hold summer sessions in the State, and when the largest enrollment from any State, both at the University of Virginia and Teachers College, Columbia University, during the last two summer sessions, has been reported as coming from Maryland?" That superintendents and supervisors should advise teachers from their counties to make new contacts is absolutely right, and since the number of First Grade certificated teachers has been steadily increasing, due to the concentrated efforts of the State Superintendent, the county superintendents, the county supervisors, and the normal schools themselves, to send out enough trained teachers for every classroom in the State, it would seem that the normal schools are legislating themselves out of a summer session term, unless the expense of the small summer session seems advisable for several years to come.

In 1925 a staff of 19 instructors was maintained at Towson to serve the 224 summer session students. In 1926, a staff of 18 instructors was maintained to serve 179 students. The summer session of 1927 is being planned upon a smaller scale with 9 instructors, though with just as efficient a program.

During the summer of 1926 the Alumni Association made possible for the third time the engaging of a special lecturer, and Professor J. Montgomery Gambrill gave a course for one week to all members of the Summer Session, the topic being "Our Changing World and Its Civic Problems." The Alumni Association, believing that no good work it adopts should be dropped, is planning for special lectures during the summer of 1927 in connection with the new course, "The Modern School," which is to be required of all Summer Session students. Miss Agnes Snyder, head of the Education Department, will direct the course. She will be assisted by the two demonstration teachers in the two-room elementary school, which is being maintained for observation and demonstration throughout the summer. In addition, members of the Summer Session instructional staff will contribute their several ideals; and further, the gift of the Alumni Association makes it possible for Professor Mabel Carney and Professor Fannie Dunn, both of Teachers College, Columbia University (leading thinkers in the field of Rural Education), and for Mr. Edwin C. Broome, Superintendent of Montgomery County Schools, one of the leading county administrators in the State, to help develop the course.

The Summer Session at Frostburg

The enrollment in the Summer Session of 1924 was 147; in 1925 it was 143; and in 1926 it was 126. The decrease over a two-year period is twenty-one or about 15 per cent. The change in the type of certification is toward a larger attendance of first-grade certificated teachers. It is significant that 85 of the 147 courses elected by the 49 experienced teachers with first-grade certificates were advanced courses offered especially for them. Possibly this is as large an election of such courses as can be expected until the school can offer advanced work in practically every field every year. It is also interesting to find that 48 of the enrollment attended on their own initiative and not merely because of the renewal of their certificates.

THE CONSTRUCTION PROGRAM AT TOWSON AND FROSTBURG

Buildings Completed and New Construction Needed at Towson

By Easter, 1926, the two new wings of the dining room were completed, and for the first time since September, 1921, all the boarding students were *served* breakfast and dinner instead of having the cafeteria plan for these meals. Undoubtedly, the fine effect of a meal served in "home style" is apparent. The school is a different place since the dining room conditions have been made attractive, pleasant, and efficient. While the dining room was in the course of construction, the far-seeing wisdom of the dormitory director and the cooperation of the Board of Trustees of the School made it possible, by tearing out eight bed rooms on the entrance floor, to plan for an entrance foyer to the dining room to be used as a social room where the students might gather for recreation before and after their meals. All the members of the dormitory staff engaged in shaping the ideals of the future teachers of the State, can express vividly the splendid influence this change has made upon the lives and happiness of the students.

The building program for the future should include a gymnasium well equipped with showers and lockers and a men's dormitory. The practice of using the school auditorium as an indoor gymnasium during the basketball season has been continued. Two large rooms on the second floor of the Administration Building have also been used for physical education and athletics, and the room over the laundry—the so-called "gymnasium," although it is nothing more than a large space— has served on a full schedule both the elementary and the normal school departments. There are 275 elementary school children and 750 normal school students who engage in athletic classes throughout the day, in a building, the room capacity of which is used to the limit. These conditions develop the greatest use of every space in the building, but sometimes over-tax a building which has not well-equipped spaces for the work to be performed.

At present all the county men students, 45 in number, are housed in boarding houses in the town of Towson. The selection of rooms is supervised by the dormitory director and the school physician. With few exceptions single beds are used, and not more than three men are placed in the largest rooms.

During 1926-1927 it has been possible to house all but three women students in Newell Hall, Richmond Hall, and the Cottage. The Cottage is an additional dormitory in which the Superintendent of Buildings lives in an apartment on the first floor and 14 women students, under the direction of a dormitory staff member, are housed on the second and third floors. Because of the family-like atmosphere not possible in the larger dormitories, the students living in the Cottage form probably one of the happiest groups in the school.

Construction Recommended for Frostburg by Principal

A men's hall on the campus to house 15 to 20 men who now live in the town. Remodeling a house now on the grounds may be possible.

More room for the library now housed in space needed for classrooms.

Increased dormitory accommodations for 40 women.

Two more classrooms for the elementary school to provide a six-room elementary school on the campus.

A combined auditorium gymnasium with a heating plant attached.

Mechanical refrigeration and increased storage space for food.

THE COST OF A NORMAL SCHOOL EDUCATION IN MARYLAND

The total cost of *instruction* per student at Towson during the regular session from September, 1925, to June, 1926, was $204, of which total $190 was paid by the State. Payments by Baltimore City which amounted to $157 for each city student reduced the contribution from the State for city students to $33. The total expenditure for instruction, and board and room for students boarding in the dormitory and rooming either in the dormitory or Towson homes was $486. The average amount paid by each boarding student in fees was *$177, thus making the cost to the State $309. Towson therefore spent $204 for each day student, of which amount $190 was reimbursed by State or city, while for each boarding student the total cost was $486, toward which total the State contributed $309.

At Towson the entire cost of the campus school caring for 297 elementary school pupils which was used for observation, demonstration, participation and practice by the normal school students and faculty was a charge against the State. At Frostburg, Allegany County contributes toward the cost of the elementary campus school. This probably explains the lower costs at Frostburg which were as follows:

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* For students rooming and boarding in the dormitory the payment was $181; for those living in Towson and boarding at the school, the payment was $73, exclusive of $15 in fees paid by all students for registration, health and laboratory fees.

TABLE 130

FINANCIAL STATEMENT OF THE STATE NORMAL SCHOOLS AT TOWSON AND FROSTBURG

	Regular Session		Summer Session	
	Instruction	Dormitory	Instruction	Dormitory
EXPENDITURES AND RECEIPTS AT TOWSON.				
Administration—				
Business	$6,646.60	....	....	....
Educational	22,810,53	$8,002.79	....	....
Instruction—				
Salaries	†117,656.12	....	$6,875.00	....
Other than salaries	† 10,366.39	....	367.00	....
Operation	20,343.23	34,031.56	....	$3,123.12
Food	....	66,823.01	....	3,925.01
Maintenance	8,069.24	19,213.27	....	....
Transportation	4,668.51	1,292.05	100.00	100.00
Health	....	3,183.37	....	....
Furniture and Household Equipment	....	7,750.21	....	....
Total Cost	†$190,560.62	$140,296.26	$7,342.00	$7,148.13
Receipts from students	13,405.00	80,793.64	895.00	6,853.00
Receipts from Baltimore City	64,340.43	....	....	....
Cost to State	†112,815.19	$59,502.62	$6,447.00	$295.13
EXPENDITURES AND RECEIPTS AT FROSTBURG.				
Administration—				
Business	$1,500.00	....	....	....
Educational	3,100.00	....	....	....
Instruction	24,200.00	....	$3,240.99	....
Operation and Maintenance	8,534.47	$14,724.58	800.00	$1,800.00
Total Cost	$37,334.47	$14,724.58	$4,040.99	$1,809.00
Receipts from Fees	4,925.00	9,653.78	1,260.00	1,330.00
Cost to State	$32,409.47	$5,070.80	$2,780.99	$470.00
COST PER STUDENT AT TOWSON.				
Number of Students	*934	497	179	119
Total Expenditure per Student	†$204.03	$282.29	$41.02	$60.07
Average payment in fees	14.35	162.56	5.00	57.59
Cost per Student to State	*†$189.68	$119.73	$36.02	$2.48
COST PER STUDENT AT FROSTBURG.				
Number of Students	197	70	126	30
Total Expenditure per Student	$189.52	$210.35	$32.07	$60.00
Average payment in fees	25.00	137.91	10.00	44.33
Cost per Student to State	$164.52	$72.44	$22.07	$15.67

TABLE 131

SUMMARY OF COST PER STUDENT AT TOWSON AND FROSTBURG

	Regular Session		Summer Session	
	Towson	Frost'g	Towson	Frost'g
Total Cost per Day Student	†$204.03	$189.52	$41.02	$32.07
Total Cost per Boarding Student	486.32	399.87	101.09	92.07
Cost to State per Day Student	†*$189.68	$164.52	$36.02	$22.07
Cost to State per Board'g Student	309.41	236.96	38.50	37.74

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† Includes the total cost of the campus elementary school for 297 pupils used for observation, demonstration, participation and practice purposes by the normal school students and faculty.

* Baltimore City contributed $156.55 toward the instruction cost of each of the 411 day students from the City, thus lowering the State's contribution toward these students to $33.13.

The total cost of instruction of each student at Frostburg was $190, lower by $14 than at Towson. The cost to the State for instruction at Frostburg was $165, which was $25 less than at Towson. The total cost per boarding student at Frostburg was $400, lower by $86 than at Towson. The cost to the State for each boarding student at Frostburg was *$237, which was $72 lower than at Towson. Entire support by the State of the campus elementary school at Towson explains the difference in instruction cost. Evidently service and food in the dormitory and the maintenance of an 88-acre campus and the power plant at Towson make expenses for purposes other than instruction greater at Towson than at Frostburg. (See Tables 130 and 131.)

† BOWIE NORMAL SCHOOL

GRADUATES AND THEIR LOCATIONS

There were forty-two graduates from Bowie Normal School, which closed its fifteenth year in August, 1926. Twelve of the graduates completed the two-year normal course and thirty finished the four-year high school course. The number graduated from the two-year professional course is larger by two than in 1925, while there are 4 fewer from the high school course. (See Table 132.)

Everyone of the twelve normal school graduates has signed a contract to teach in the counties of Maryland. All of the high school graduates except two are expected to return and take the two-year professional course to prepare for teaching in Maryland. One of the high school graduates took a 12 weeks' summer course, to qualify for a second-grade teachers' certificate, while the other applied to enter Howard University.

ENROLLMENT

As all of the counties establish first group high schools for colored youth, Bowie Normal can gradually eliminate high school classes and concentrate on normal school courses. All first-year high school applicants were refused this year, and the reduction in other classes brought a decrease of 42 in the high school enrollment under 1925.

It is encouraging to note the constant increase in the enrollment of the Normal Department. There were ten more enrolled in that Department in 1926 than in 1925, making the enrollment 36 in 1926. (See Table 132.)

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* Fees at Frostburg included $140 for room and board and $25 for registration, health, laboratory, etc.

† Excerpts from report of Leonidas S. James, principal.

TABLE 132
ENROLLMENT AT BOWIE NORMAL SCHOOL

High School	Enrollment				Increase of 1926
Year	1923	1924	1925	1926	over 1925
First	30	32	15	0	—15
Second	35	37	42	21	—21
Third	16	31	30	34	4
Fourth	22	27	41	31	—10
Total High	103	127	128	86	—42
Normal School Class					
Junior	......	11	16	24	8
Senior	......	......	10	12	2
Total Normal	......	11	26	36	10
Summer School	46	67	103	80	—23
Graduates					
High	21	27	34	30	— 4
Normal	......	......	10	12	2

The decrease in the summer school is attributed largely to the fact that the teachers who were expected to go to summer school needed a twelve weeks' course rather than six weeks. Since Bowie Normal Summer School was open for six weeks only, the teachers that were compelled to take twelve weeks found it too expensive to come to Bowie for six weeks and go elsewhere for the other six weeks after Bowie Normal Summer School closed. To give opportunity to the teachers lowest down in the scale of preparedness, Bowie Normal Summer School admitted only teachers below first-grade standing. (See Table 132.)

FACULTY CHANGES

To secure the highest efficiency, some additions and eliminations in the faculty were necessary at the beginning of the school year. There were three changes. One additional teacher was employed to work in the normal department as critic and supervisor of practice teaching.

TRAINING CENTERS AND PRACTICE TEACHING BY STDUENTS

This year marked the beginning of a planned program for practice teaching. Prince George's County permitted the use of the two-teacher school at Bowie and of the one-teacher rural schools at Duckettsville and Fletcherstown. It was, therefore, possible to carry out a one-year graded practice schedule with the senior normal class and to begin a two-year graded practice schedule with the junior normal class.

All students are required to follow the same practice teaching schedule. The one-year practice schedule for the preparation of rural teachers included: (1) observation, three weeks; (2) group teaching, nine weeks; (3) room teaching, twelve weeks; (4) rural school practice, two weeks, three hours a day; (5) beginners' class, eight weeks, two hours a day. The two-year program is based on the same classification of practice teaching as the one-year schedule. The two-year program allows more time for each class of practice teaching and the theory that goes along with it. For instance, the junior class had observation and participation two hours a week for twenty-four weeks and group teaching twelve weeks. This means they will have time in their senior year for twelve weeks of room practice and beginners' class and three weeks of six-hour school days for rural school teaching per student.

These schedules arrange practice teaching so that students may advance gradually from the easy to the more difficult stages. The annual salary of each teacher in the training centers was supplemented by $50 from the budget of Bowie Normal School for the extra work entailed by these practice schedules.

THE CAMPAIGN FOR INCREASED ENROLLMENT

To interest the high school students in the several counties in the course offered in the normal department of Bowie, a group of eight Bowie students and the principal visited ten high schools on the Eastern Shore and four on the Western Shore. In each high school a program of three addresses and three songs was presented before the student body and faculty. In the towns where the touring party remained for the night, an evening program was given. Already the tour has resulted in an increase in applicants from most of the schools that were visited. From one of the first group high schools, ten applications have been received for admission to the junior normal class. Hitherto, one applicant has been the maximum to apply from that same school annually.

THE 1926 SUMMER SCHOOL

The 1926 summer session showed a marked improvement over all previous sessions in the strength of the teaching staff and the attitude of the students.

Seventeen different courses were provided, including six in high school academic subjects and eleven in professional subjects. One of the latter was a course in supervised study and seat work. The entire student body was required to take the courses offered in games and music.

A one-room school of five grades for observation and demonstration was open on the campus for the entire session. The American Junior Red Cross work was demonstrated and explained for three days by Miss Nellie W. Birdsong, Teacher of Psychology, Towson State Normal School. The new types of examinations were applied to all possible subjects by the instructors and the scoring was done by the students.

THE BUILDING PROGRAM

The new story added to the girls' dormitory, including the fire-escape and fire-proof boiler rooms, improved outside entrance decoration, and dormer windows in the new roof cost $10,000. The additional space gave room for twenty girls, which cut down the congestion in the other rooms of the dormitory.

The new building completed recently at a cost of $85,000 will supply ample space for administration and instruction for five or ten years to come, but the living accommodations need a gradual increase to take care of a larger school population that each year will bring. A modern disposal plant for sewage is also needed.

TABLE 133

EXPENDITURES AND RECEIPTS AT BOWIE NORMAL SCHOOL FOR THE YEAR ENDING AUGUST 31, 1926

Purpose	Regular Year	Summer School
EXPENDITURES		
Business Administration	$1,600.03	$200.00
Educational Administration	3,800.00	225.30
Instruction (salaries)	13,044.24	1,080.00
Textbooks and supplies	2,297.94	266.76
Operation School Plant	4,007.51	......
Maintenance:		
Repairs and replacement	1,445.54	......
Operation:		
Laundry, Food, Uniforms for Students	10,953.05	815.94
Total Expenditures	$37,148.31	$2,588.00
RECEIPTS		
From Fees	$9,816.05*	$1,388.00**
From State	27,332.26	1,200.00

Note—* Students who live on the campus pay $108 for board and lodging and $9 for laundry. Each girl student pays $10 for a uniform.

** The fee for summer school students living on the campus is $25 for board and lodging.

FINANCIAL STATEMENT

For Fiscal Year Ended September 30, 1926

Account	State Appropriation	Fees and Other Receipts	Total Receipts	Disbursements	Balance
Maryland State Normal School, Towson	$179,000,00	$171,927.02	$350,927.02	$350,927.02	....
Maryland State Normal School, Frostburg	37,500.00	20,304.38	57,804.38	57,804.38	....
Maryland State Normal School, Salisbury	35,000.00	29,868.56	64,868.56	64,868.56	....
Maryland Normal and Industrial School, Bowie	26,100.00	13,758.21	39,858.21	39,858.21	....
State Department of Education	65,650.00	2,056.40	67,706.40	67,706.40	....
Bureau of Educational Measurements	12,000.00	....	12,000.00	12,000.00	....
Bureau of Publications and Printing	6,000.00	....	6,000.00	6,000.00	....
Examination and Certification of Teachers	500.00	....	500.00	500.00	....
Vocational Education	15,000.00	3,545.56	18,545.56	18,545.56	....
Physical and Health Education	12,500.00	....	12,500.00	12,500.00	....
State Board of Education	1,000.00	....	1,000.00	1,000.00	....
Extension Courses for Teachers	4,000.00	....	4,000.00	4,000.00	....
Supervision of Colored Schools	....	5,146.81	5,146.81	5,011.15	*135.66
Consultant Architect	1,500.00	....	1,500.00	1,500.00	....
Pensions for Retired Teachers	80,000.00	1,500.97	81,500.97	81,163.83	337.14
Totals	$475,750.00	$248,107.91	$723,857.91	$723,385.11	$472.80

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*Since the money for this fund comes from the General Education Board, beginning with October 1, 1926, this account will be carried separately.

STATE DEPARTMENT OF EDUCATION

RECEIPTS

State Appropriation	$65,650.00	
Sale of Bulletins, etc.	263.50	
Interest on Deposits	1,792.90	
		$67,706.40

DISBURSEMENTS

Salaries	$45,977.95	
Motor Vehicle Repairs	567.43	
Traveling Expenses	3,328.36	
Transportation	6.38	
Communication	2,250.65	
Other Expenses	46.50	
Office Supplies and Stationery	1,055.12	
Printing	1,543.70	
Educational, Vocational, and Recreational Supplies	250.65	
Motor Vehicle Supplies	2,675.61	
Other Supplies	62.65	
Office Equipment	348.72	
Motor Vehicles	553.11	
Rent	4,899.96	
Insurance	398.44	
Contributions	1,118.00	
Transferred by Budget Amendment	2,623.17	67,706.40
Balance, September 30, 1926	....	....

BUREAU OF EDUCATIONAL MEASUREMENTS

RECEIPTS

State Appropriation		$12,000.00

DISBURSEMENTS

Salaries	$10,708.31	
Traveling Expenses	473.18	
Supplies and Stationery	308.31	
Transferred by Budget Amendment	510.20	12,000.00
Balance, September 30, 1926	....	....

VOCATIONAL EDUCATION

RECEIPTS

State Appropriation	$15,000.00	
Reimbursement from Federal Funds	3,545.56	
		$18,545.56

DISBURSEMENTS

Salary of Director	$5,000.00	
Traveling Expenses of Director	1,283.74	
Salary of Industrial Supervisor	1,200.00	
Traveling Expenses of Supervisors	551.63	
County Subsidies	9,121.14	
Miscellaneous	1,389.05	18,545.56
Balance, September 30, 1926	....	....

TOWSON NORMAL SCHOOL

RECEIPTS

State Appropriation	$179,000.00	
Students' Fees (City and County)	101,966.64	
Reimbursement from Baltimore City	69,920.43	
Refunds, etc.	39.95	
		$350,927.02

DISBURSEMENTS

Salaries and Wages	$209,612.69	
Special Payments	784.04	
General Repairs	11,823.57	
Motor Vehicle Repairs	903.99	
Light, Heat, Power, and Water	7,762.04	
Traveling Expenses	1,144.96	
Transportation	554.29	
Communication	2,567.09	
Other Expenses	486.84	
Food Supplies	51,165.83	
Forage, Veterinary, and Stable Supplies	687.57	
Fuel Supplies	10,461.42	
Office Supplies and Stationery	1,036.37	
Printing	998.97	
Medical and Surgical Supplies	90.57	
Laboratory Supplies	54.87	
Household, Laundry, and Cleaning Supplies	5,605.87	
Educational, Vocational, and Recreational Supplies	4,341.48	
Agricultural and Botanical Supplies	364.07	
Motor Vehicle Supplies	2,258.35	
Other Supplies	787.38	
Material for Repair of Buildings and Equipment	3,007.05	
Office Equipment	669.81	
Household Equipment	7,735.81	
Medical and Surgical Equipment	192.80	
Motor Vehicles	1,419.50	
Educational, Vocational, and Recreational Equipment	866.07	
Agricultural and Botanical Equipment	163.24	
Other Equipment	5,103.97	
Structures	10,464.51	
Insurance	495.35	
Refunds	6,100.00	
Interest	1,216.64	
Transferred by Budget Amendment	.01	350,927.02
Balance, September 30, 1926	....	....

PHYSICAL AND HEALTH EDUCATION

RECEIPTS

State Appropriation	....	$12,500.00

DISBURSEMENTS

Playground Athletic League	....	12,500.00
Balance, September 30, 1926	....	....

FROSTBURG NORMAL SCHOOL

RECEIPTS

State Appropriation	$37,500.00	
Students' Fees	17,193.59	
Transferred by Budget Amendment	3,110.79	
		$57,804.38

DISBURSEMENTS

Salaries and Wages	$38,928.94	
Special Payments	542.48	
General Repairs	155.21	
Motor Vehicle Repairs	135.41	
Light, Heat, Power, and Water	973.58	
Traveling Expenses	315.40	
Transportation	189.07	
Communication	381.68	
Other Expenses	445.92	
Food Supplies	8,304.59	
Fuel Supplies	1,421.00	
Office Supplies and Stationery	129.38	
Printing	354.22	
Medical and Surgical Supplies	47.95	
Laboratory Supplies	1.70	
Household, Laundry, and Cleaning Supplies	955.95	
Educational, Vocational, and Recreational Supplies	1,798.36	
Motor Vehicle Supplies	163.69	
Other Supplies	120.37	
Material for Repair of Buildings and Equipment	92.76	
Office Equipment	109.99	
Household Equipment	532.58	
Laboratory Equipment	20.00	
Motor Vehicles	600.00	
Educational, Vocational, and Recreational Equipment	67.34	
Rent	457.00	
Insurance	108.22	
Refunds	451.59	57,804.38
Balance, September 30, 1926	....	....

PUBLICATIONS AND PRINTING

RECEIPTS

State Appropriation	$6,000.00	
Transferred by Budget Amendment	804.82	
		$6,804.82

DISBURSEMENTS

Sundry Printing	....	6,804.82
Balance, September 30, 1926	....	....

STATE BOARD OF EDUCATION

RECEIPTS

State Appropriation		$1,000 00

DISBURSEMENTS

Hotel and Traveling Expenses	$884 21	
Transferred by Budget Amendment	115 79	1,000 00
Balance, September 30, 1926		

EXTENSION TEACHING

RECEIPTS

State Appropriation		$4,000.00

DISBURSEMENTS

Miscellaneous	$3,680.95	
Transferred by Budget Amendment	319 05	4,000.00
Balance, September 30, 1926		

EXAMINATION AND CERTIFICATION

RECEIPTS

State Appropriation		$500 00

DISBURSEMENTS

Clerical Assistance	$157 00	
Supplies	259.00	
Transferred by Budget Amendment	84 00	500 00
Balance, September 30, 1926		

CONSULTANT ARCHITECT

RECEIPTS

State Appropriation	$1,500.00

DISBURSEMENTS

Wilson L. Smith	1,500 00
Balance, September 30, 1926	

SALISBURY NORMAL SCHOOL

RECEIPTS

State Appropriation	$35,000.00	
Students' Fees	16,808.64	
Transfer of Funds by Budget Amendment	13,059.92	$64,868.56

DISBURSEMENTS

Salaries and Wages	$41,496.67	
Special Payments	1,144.39	
Motor Vehicle Repairs	216.75	
Light, Heat, Power, and Water	1,816.91	
Transportation	202.49	
Communication	331.90	
Food Supplies	5,982.97	
Forage, Veterinary, and Stable Supplies	45.30	
Fuel Supplies	2,361.61	
Office Supplies and Stationery	411.82	
Printing	99.70	
Medical and Surgical Supplies	$ 41.56	
Laboratory Supplies	18.29	
Household, Laundry, and Cleaning Supplies	1,072.06	
Educational, Vocational, and Recreational Supplies	4,478.06	
Agricultural and Botanical Supplies	206.80	
Motor Vehicle Supplies	806.86	
Other Supplies	262.07	
Highway Materials	101.75	
Material for Repair of Buildings and Equipment	332.44	
Office Equipment	280.20	
Household Equipment	1,273.35	
Medical and Surgical Equipment	10.81	
Live Stock	75.00	
Motor Vehicles	558.12	
Educational, Vocational, and Recreational Equipment	908.36	
Agricultural and Botanical Equipment	180.60	
Other Equipment	6.42	
Insurance	145.30	64,868.56
Balance, September 30, 1926	....	....

PENSIONS FOR RETIRED TEACHERS

RECEIPTS

State Appropriation	$80,000.00	
Balance from Appropriation of 1924–1925	1,386.83	
Interest as of December 31, 1925	114.14	$81,500.97

DISBURSEMENTS

Sundry Teachers' Pensions	....	81,163.83
Balance, September 30, 1926	....	$337.14

BOWIE NORMAL SCHOOL

RECEIPTS

State Appropriation	$26,100.00	
Students' Fees	11,204.05	
Transfer of Funds by Budget Amendment	2,554.16	$39,858.21

DISBURSEMENTS

Salaries and Wages	$13,737.84	
Special Payments	411.07	
General Repairs	1,375.26	
Motor Vehicle Repairs	.90	
Light, Heat, Power, and Water	948.39	
Traveling Expenses	338.26	
Transportation	230.26	
Communication	262.85	
Food Supplies	9,380.17	
Fuel Supplies	2,542.63	
Forage, Veterinary, and Stable Supplies	326.90	
Office Supplies and Stationery	353.66	
Printing	356.86	
Medical and Surgical Supplies	112.55	
Laboratory Supplies	173.08	
Household, Laundry, and Cleaning Supplies	864.17	
Educational, Vocational, and Recreational Supplies	1,370.86	
Agricultural and Botanical Supplies	536.89	
Motor Vehicle Supplies	1,214.42	
Other Supplies	1,149.29	
Material for Repair of Buildings and Equipment	262.63	
Office Equipment	126.00	
Household Equipment	1,028.15	
Live Stock	209.35	
Motor Vehicles	510.00	
Educational, Vocational, and Recreational Equipment	433.55	
Agricultural and Botanical Equipment	698.25	
Other Equipment	283.97	
Structures	200.00	
Rent	420.00	39,858.21
Balance, September 30, 1926	....	....

SUPERVISION OF COLORED SCHOOLS

RECEIPTS

Appropriation from General Education Board for		
Salary	$4,125.00	
Travel	1,021.81	$5,146.81

DISBURSEMENTS

Salary for Supervisor	$3,750.00	
Traveling Expenses of Supervisor	1,261.15	
To be Transferred to a Separate Account	135.66	5,146.81
Balance, September 30, 1926	....	....

STATEMENT OF NORMAL SCHOOL CONSTRUCTION ACCOUNTS AFTER BUDGET AMENDMENTS APPROVED BY GOVERNOR RITCHIE AS OF SEPTEMBER 30, 1926

Receipts

	Towson	Salisbury	Bowie
Balance Oct. 1, 1925	$41,994.81	$65,761.26	$36,360.32
Bond Issue	†35,000.00		
Transfer of Funds	*14,481.39		7,457.75
Interest	417.23	1,341.48	370.60
Total Receipts	$91,893.43	$67,102.74	$44,188.67

Disbursements

	Towson	Salisbury	Bowie
Construction	$31,789.86	$31,751.99	$26,707.33
Heating, Plumbing, and Electrical	13,014.27	9,211.85	9,009.91
Elevators	2,115.00		
Fixtures and Equipment	5,958.93	14,785.69	2,411.22
Architect	2,787.42	7,067.46	2,221.68
Motor Vehicles		1,059.36	
Miscellaneous	†20,173.32	66.45	
Total Disbursements	$75,838.80	$63,942.80	$40,350.14

Balances

	Towson	Salisbury	Bowie
Sept. 30, 1926	$16,054.63	$3,159.94	$ 3,838.53

*From current expense account, Towson Normal School.

†Repayment of loan to cover part of 1923-24 deficit for which bonds shown above totaling $35,000 were issued in 1926.

TABLE I

Number of School Buildings, Classrooms and Seats for the Year Ending July 31, 1926

COUNTY	Number of School Buildings							Class Rooms Occupied When Attendance Was Greatest			Number of Seats or Sittings				
	White			Colored			Grand Total				White			Colored	Grand Total
	Owned	Rented	Total	Owned	Rented	Total		White	Colored	Total	Elementary	High	Total		
Allegany	92	1	93	2	....	2	95	398	11	409	11,849	2,120	13,969	312	14,281
Anne Arundel	52	1	53	32	10	42	95	187	70	257	4,720	1,320	6,040	2,803	8,843
Baltimore	*a*154	4	158	*b*22	11	33	191	416	47	463	15,933	2,108	18,041	1,977	20,018
Calvert	26	....	26	22	....	22	48	40	26	66	1,102	185	1,287	1,098	2,385
Caroline	42	....	42	21	....	21	63	105	29	134	3,300	700	4,000	1,350	5,350
Carroll	130	3	133	8	3	11	144	248	14	262	7,000	1,050	8,050	580	8,630
Cecil	62	1	63	12	1	13	76	135	18	153	4,110	635	4,745	780	5,525
Charles	*c*45	....	45	28	6	34	79	71	42	113	2,875	350	3,225	2,075	5,300
Dorchester	54	1	55	38	6	44	99	129	54	183	4,200	375	4,575	2,200	6,775
Frederick	133	1	134	23	2	25	159	316	38	354	10,444	1,272	11,716	1,247	12,963
Garrett	146	9	155	....	....	....	155	214	....	214	4,987	601	5,588	....	5,588
Harford	*c*68	1	69	17	*d*2	19	88	153	27	180	4,720	940	5,660	870	6,530
Howard	40	....	40	10	6	16	56	79	20	99	2,285	405	2,690	803	3,493
Kent	38	....	38	21	5	26	64	87	31	118	1,850	300	2,150	1,380	3,530
Montgomery	63	1	64	27	7	34	98	178	41	219	6,000	1,400	7,400	2,800	10,200
Prince George's	70	2	72	42	1	43	115	239	69	308	9,000	1,000	10,000	3,100	13,100
Queen Anne's	49	....	49	18	3	21	70	88	24	112	3,000	560	3,560	1,024	4,584
St. Mary's	49	2	51	22	12	34	85	62	35	97	2,250	115	2,365	1,350	3,715
Somerset	44	4	48	27	4	31	79	113	53	166	2,786	632	3,418	2,206	5,624
Talbot	27	....	27	21	1	22	49	86	39	125	2,500	576	3,076	1,472	4,548
Washington	117	2	119	7	1	8	127	338	14	352	12,029	1,520	13,549	445	13,994
Wicomico	67	2	69	22	4	26	95	150	43	193	4,230	1,130	5,360	1,887	7,247
Worcester	54	1	55	22	6	28	83	116	43	159	2,350	633	2,983	1,597	4,580
Total Counties	1,622	36	1,658	464	91	555	2,213	3,948	788	4,736	123,520	19,927	143,447	33,356	176,803
Baltimore City	119	1	120	33	3	36	156	2,344	*e*453	*e*2,797	*f*85,916	*g*12,295	98,211	*h*17,835	*h*116,046
Total State	1,741	37	1,778	497	94	591	2,369	6,292	1,241	7,533	209,436	32,222	241,658	51,191	292,849

a Includes 38 portables. *b* Includes 5 portables *c* Includes 1 owned by Federal Goverment.
d Includes 1 loaned. *e* Excludes 6 rooms in colored training school for teachers.
f Includes 71,775 in elementary, 13,589 in junior high and 552 in vocational schools.
g Senior high schools only. *h* Excludes 181 seats in training school for colored teachers.

TABLE II

Number of Schools for the Year Ending July 31, 1926

COUNTY	WHITE						COLORED						Grand Total	Schools Closed by Consolidation or by Low Attendance			Schools Newly Organized or Reopened		
	Elementary Schools Having				High Schools	Total	Elementary Schools Having				Approved High Schools	Total							
	One Teacher	Two Teachers	Three or More Teachers	Total			One Teacher	Two Teachers	Three or More Teachers	Total				White	Colored	Total	White	Colored	Total
Allegany	45	14	32	91	10	101	.....	1	1	2	1	3	104	5	....	5	2	....	2
Anne Arundel	22	11	16	49	5	54	26	13	2	41	1	42	96	3	1	4	.....	....	.....
Baltimore	32	32	a35	99	6	a105	20	7	3	30	.....	30	135	2	....	2	.....	1	1
Calvert	22	2	1	25	3	28	19	3	.....	22	.....	22	50	7	....	7	.....	....	.....
Caroline	28	5	9	42	6	48	16	1	3	20	1	21	69	2	....	2	.....	....	.....
Carroll	87	11	14	112	12	124	8	2	.....	10	1	11	135	4	....	4	.....	1	1
Cecil	44	9	6	59	8	67	9	2	1	12	1	13	80	.....	....	.....	.....	....	.....
Charles	34	8	3	45	2	47	29	4	1	34	1	35	82	1	....	1	.....	1	1
Dorchester	37	8	8	53	8	61	34	5	2	41	1	42	103	4	1	5	.....	....	.....
Frederick	85	26	14	125	11	136	17	4	2	23	1	24	160	4	3	7	1	....	1
Garrett	130	13	7	150	5	155	.....	.....	.....	.....	.....	.....	155	1	....	1	1	....	1
Harford	44	16	9	69	8	77	15	3	1	19	.....	19	96	1	....	1	.....	....	.....
Howard	24	6	5	35	6	41	13	2	1	16	.....	16	57	7	....	7	1	2	3
Kent	21	5	6	32	5	37	21	2	1	24	1	25	62	3	....	3	.....	....	.....
Montgomery	32	18	12	62	10	72	29	3	2	34	.....	34	106	1	2	3	2	....	2
Prince George's	31	16	22	69	9	78	28	12	3	43	1	44	122	4	....	4	3	....	3
Queen Anne's	28	5	6	39	5	44	18	2	.....	20	1	21	65	1	....	1	.....	....	.....
St. Mary's	38	8	1	47	2	49	24	5	.....	29	.....	29	78	6	....	6	.....	....	.....
Somerset	20	13	8	41	6	47	19	9	3	31	1	32	79	.....	....	.....	.....	....	.....
Talbot	13	4	7	24	6	30	16	3	3	22	1	23	53	1	....	1	.....	....	.....
Washington	69	17	24	110	7	117	7	.....	1	8	1	9	126	2	....	2	.....	1	1
Wicomico	40	6	11	57	7	64	10	6	4	20	1	21	85	1	....	1	.....	....	.....
Worcester	30	3	8	41	5	46	16	5	4	25	3	28	74	4	....	4	.....	1	1
Total Counties	956	256	264	1,476	152	1,628	394	94	38	526	18	544	2,172	64	7	71	10	7	17
Baltimore City	.....	.....	.....	b113	c5	118	.....	.....	.....	d33	c1	e34	152	1	....	1	3	f4	7
Total State	.....	.....	.....	1,589	157	1,746	394	94	38	559	19	578	2,324	65	7	72	13	11	24

[a] Excludes normal elementary school and includes Sparrows Point Kindergarten.
[b] Includes 11 junior high and 3 vocational schools.
[c] Senior high schools only.
[d] Includes 2 junior high schools and 1 vocational school.
[e] Excludes training school for colored teachers.
[f] Includes 1 junior high housed in senior high school building.

TABLE III

Total Enrollment in Public Elementary and Secondary Schools, Excluding Duplicates, for the School Year Ending July 31, 1926.

COUNTY	WHITE SCHOOLS							COLORED SCHOOLS							Grand Total
	Elementary, Vocational, Junior High (Grades 7 and 8)			Senior High and Junior High (Grade 9)			Total White	Elementary, Vocational, Junior High (Grades 7 and 8)			Senior High and Junior High (Grade 9)			Total Colored	
	Boys	Girls	Total	Boys	Girls	Total		Boys	Girls	Total	Boys	Girls	Total		
Allegany	5,694	5,691	11,385	892	1,179	2,071	13,456	122	144	266	23	22	45	311	13,767
Anne Arundel	2,967	2,778	5,745	356	431	787	6,532	1,373	1,346	2,719	34	62	96	2,815	9,347
Baltimore	8,113	7,357	15,470	969	1,137	2,106	17,576	949	997	1,946	......	......	......	1,946	19,522
Calvert	473	446	919	55	93	148	1,067	580	565	1,145	......	......	......	1,145	2,212
Caroline	1,388	1,239	2,627	232	340	572	3,199	561	506	1,067	17	21	38	1,105	4,304
Carroll	2,911	2,651	5,562	471	562	1,033	6,595	172	160	332	13	15	28	360	6,955
Cecil	1,878	1,650	3,528	258	372	630	4,158	235	260	495	13	24	37	532	4,690
Charles	910	812	1,722	103	115	218	1,940	839	843	1,682	15	37	52	1,734	3,674
Dorchester	1,603	1,557	3,160	324	434	758	3,918	969	896	1,865	40	54	94	1,959	5,877
Frederick	4,160	3,847	8,007	740	823	1,563	9,570	522	491	1,013	34	67	101	1,114	10,684
Garrett	2,477	2,214	4,691	256	338	594	5,285	......	......	......	......	......	......	......	5,285
Harford	2,215	2,071	4,286	363	501	864	5,150	432	417	849	......	......	......	849	5,999
Howard	1,162	1,027	2,189	187	215	402	2,591	400	387	787	......	......	......	787	3,378
Kent	848	832	1,680	150	216	366	2,046	509	518	1,027	13	23	36	1,063	3,109
Montgomery	2,480	2,294	4,774	489	538	1,027	5,801	934	908	1,842	......	......	......	1,842	7,643
Prince George's	3,604	3,302	6,906	513	640	1,153	8,059	1,352	1,432	2,784	24	58	82	2,866	10,925
Queen Anne's	984	932	1,916	155	246	401	2,317	487	462	949	8	11	19	968	3,285
St. Mary's	848	730	1,578	63	92	155	1,733	653	668	1,321	......	......	......	1,321	3,054
Somerset	1,419	1,272	2,691	264	356	620	3,311	1,067	1,003	2,070	31	38	69	2,139	5,450
Talbot	1,040	929	1,969	229	288	517	2,486	566	564	1,130	22	40	62	1,192	3,678
Washington	5,749	5,466	11,215	676	833	1,509	12,724	211	186	397	3	7	10	407	13,131
Wicomico	1,997	1,849	3,846	368	555	923	4,769	793	758	1,551	50	71	121	1,672	6,441
Worcester	1,404	1,208	2,612	281	404	685	3,297	891	950	1,841	36	51	87	1,928	5,225
Total Counties	a56,324 b55,186	a52,154 b50,987	a108,478 b106,173	a8,394 b8,358	a10,708 b10,645	a19,102 b19,003	a127,580 b125,176	a14,617 b14,469	a14,461 b14,350	a29,078 b28,819	a376 b375	a601 b599	a977 b974	a30,055 b29,793	a157,635 b154,969
Baltimore City	c40,817 d40,057	c38,625 d37,918	c79,442 d77,975	c5,654 d5,594	c5,399 d5,339	c11,053 d10,933	c90,495 d88,908	c8,451 d8,337	c9,441 d9,252	c17,892 d17,589	c647 d 639	c1,164 d1,144	c1,811 d1,783	c19,703 d19,372	c110,198 d108,280
Total State	95,243	88,905	184,148	13,952	15,984	29,936	214,084	22,806	23,602	46,408	1,014	1,743	2,757	49,165	263,249

a Including duplicates from other counties and Baltimore City.

c Including pupils transferred from other counties in the State.

b Excluding duplicates from other counties and Baltimore City.

d Excluding duplicates within the State.

Type of School	WHITE Boys	WHITE Girls	COLORED Boys	COLORED Girls	WHITE Boys	WHITE Girls	COLORED Boys	COLORED Girls
Elementary	35,226	33,304	7,804	8,603	34,530	32,664	7,702	8,447
Vocational	361	23	147	..	349	22	147	.
Junior High (7–8)	5,230	5,298	500	838	5,178	5,232	488	805
(9)	1,536	1,556	265	445	1,520	1,537	259	428
Senior High	4,118	3,843	382	719	4,074	3,802	380	716
Total	46,471	44,024	9,098	10,605	45,651	43,257	8,976	10,396
Teacher Training	......	.....	7	102	...	.....	6	100

TABLE IV

Average Days in Session, Aggregate Days of Attendance and Average Daily Attendance for the Year Ending July, 1926.

COUNTY	AVERAGE DAYS IN SESSION				AGGREGATE DAYS OF ATTENDANCE					AVERAGE DAILY ATTENDANCE						GRAND TOTAL
	WHITE		COLORED		WHITE					WHITE			COLORED			
	Elementary and Junior High (7-8)	Senior High and Junior High (9)	Elementary and Junior High (7-8)	Senior High and Junior High (9)	Elementary, Vocational and Junior High (7-8)	Senior High and Junior High (9)	Total	Colored	Grand Total	Elementary and Junior High (7-8)	Senior High and Junior High (9)	Total	Elementary and Junior High (7-8)	Senior High and Junior High (9)	Total	
Allegany	193.8	194.0	195.0	196.0	1,857,208.5	350,929.5	2,208,138.0	49,101.5	2,257,239.5	9,583	1,809	11,392	210	42	252	11,644
Anne Arundel	187.0	185.9	163.8	185.0	840,398.0	127,369.0	967,767.0	333,308.0	1,301,075.0	4,494	685	5,179	1,945	79	2,024	7,203
Baltimore	193.1	193.0	197.1	.....	2,357,389.5	342,873.0	2,700,262.5	281,311.0	2,981,573.5	12,205	1,777	13,982	1,427	....	1,427	15,409
Calvert	183.4	184.0	162.6	..	118,962.0	22,874.5	141,836.5	100,579.0	242,415.5	649	124	773	619	....	619	1,392
Caroline	184.6	186.1	160.7	163.0	396,916.0	92,642.5	489,558.5	126,852.0	616,410.5	2,150	498	2,648	763	26	789	3,437
Carroll	181.9	186.0	181.1	180.3	777,027.0	159,275.5	936,302.5	39,111.0	975,413.5	4,259	856	5,115	197	19	216	5,331
Cecil	190.3	191.0	188.8	191.2	525,764.5	102,239.0	628,003.5	72,331.0	700,334.5	2,763	535	3,298	352	31	383	3,681
Charles	184.4	186.0	164.8	184.6	235,514.0	33,293.0	268,807.0	175,082.0	443,889.0	1,277	179	1,456	1,018	39	1,057	2,513
Dorchester	182.5	183.0	161.2	169.2	452,102.0	119,611.0	571,713.0	208,642.0	780,355.0	2,478	654	3,132	1,221	70	1,291	4,423
Frederick	184.9	186.1	158.8	188.0	1,192,602.5	251,010.0	1,443,612.5	145,124.0	1,588,736.5	6,441	1,349	7,790	819	80	899	8,689
Garrett	187.2	190.0			651,326.5	91,195.5	742,522.0	....	742,522.0	3,478	480	3,958	....	....	....	3,958
Harford	188.5	190.6	167.9	.	611,997.0	135,939.5	747,936.5	99,419.0	847,355.5	3,241	713	3,954	587	....	587	4,541
Howard	189.5	190.4	155.7		300,085.0	60,831.5	360,916.5	76,333.5	437,250.0	1,583	320	1,903	490	....	490	2,393
Kent	183.9	186.7	158.1	183.5	249,622.5	58,256.0	307,878.5	118,315.0	426,193.5	1,357	312	1,669	721	23	741	2,413
Montgomery	183.3	183.5	162.2	...	671,686.0	150,762.0	822,448.0	205,799.5	1,028,247.5	3,665	821	4,486	1,269	.	1,269	5,755
Prince George's	182.6	181.1	169.6	173.9	995,802.0	170,087.5	1,165,889.5	345,209.0	1,511,098.5	5,455	939	6,394	1,968	66	2,034	8,428
Queen Anne's	191.1	191.7	160.8	164.4	290,497.0	66,583.0	357,080.0	89,847.0	446,927.0	1,520	347	1,867	546	13	559	2,426
St. Mary's	188.8	187.3	157.9	.....	216,472.5	24,978.0	241,450.5	129,234.5	370,685.0	1,146	133	1,279	819	....	819	2,098
Somerset	180.1	181.8	160.6	162.0	403,884.0	95,893.0	499,777.0	264,914.5	764,691.5	2,242	528	2,770	1,594	54	1,648	4,418
Talbot	182.8	187.0	160.2	166.6	298,582.0	82,972.5	381,554.5	153,723.0	535,277.5	1,633	444	2,077	909	50	959	3,036
Washington	182.1	182.3	182.1	183.0	1,667,078.0	239,496.5	1,906,574.5	60,805.0	1,967,379.5	9,163	1,314	10,477	327	7	334	10,811
Wicomico	181.8	182.0	162.6	163.0	579,931.5	148,016.5	727,948.0	218,266.0	946,214.0	3,189	813	4,002	1,242	100	1,342	5,344
Worcester	180.8	181.8	162.0	163.0	367,087.0	106,974.0	474,061.0	210,522.0	684,583.0	2,030	588	2,618	1,229	70	1,299	3,917
Total Counties	186.7	187.1	166.2	174.9	16,057,935.0	3,034,102.5	19,092,037.5	3,503,829.5	22,595,867.0	86,001	16,218	102,219	20,272	769	21,041	123,260
Baltimore City	190.0	186.0	190.0	187.0	12,441,086.0	1,854,560.0	14,295,646.0	2,923,990.0	17,219,636.0	65,477	9,951	75,428	13,773	1,643	15,416	90,844
Total State	188.1	186.8	175.8	183.0	28,499,021.0	4,888,662.5	33,387,683.5	6,427,819.5	39,815,503.0	151,478	26,279	177,647	34,045	2,412	36,457	214,104

The following detail is included for Baltimore City:

Type of School	Average Days In Session	Aggregate Days of Attendance White	Aggregate Days of Attendance Colored	Average Daily Attendance White	Average Daily Attendance Colored
Elementary	190	10,623,570	2,375,804	55,914	12,504
Vocational	190	54,675	20,637	285	109
Junior High (7-8)	190	1,762,841	220,266	9,278	1,160
(9)	190	517,678	117,048	2,725	615
Senior High	185	1,336,882	190,235	7,226	1,028
Total	189.5	14,295,646	2,923,990	75,428	15,416
Training	190		17,398		92

TABLE V

Average Number Belonging and Per Cent of Attendance for Year Ending July 31, 1926

COUNTY	AVERAGE NUMBER BELONGING							PERCENT. OF ATTENDANCE						
	WHITE SCHOOLS					COLORED SCHOOLS		WHITE SCHOOLS					COLORED SCHOOLS	
	ELEMENTARY							ELEMENTARY						
	With One Teacher	With Two Teachers	With Three or More Teachers	All Elementary and Junior High (7 and 8)	Senior High and Junior High (9)	Elementary	High	With One Teacher	With Two Teachers	With Three or More Teachers	All Elementary and Junior High (7 and 8)	Senior High and Junior High (9)	Elementary	High
Allegany	932	844	8,687	10,463	1,898	237	43	84.7	90.5	92.4	91.6	95.3	88.1	96.6
Anne Arundel	528	648	4,069	5,245	735	2,462	91	84.8	85.3	85.9	85.7	93.2	79.0	87.2
Baltimore	1,026	2,198	10,857	14,081	1,930	1,696		84.0	85.4	87.2	86.7	92.0	84.2	
Calvert	580	85	166	831	135	925		77.5	82.2	77.8	78.1	92.0	66.8	
Caroline	728	279	1,366	2,373	537	900	29	88.9	89.7	91.7	90.6	92.6	84.8	89.9
Carroll	2,216	620	2,202	5,038	931	281	24	83.0	82.8	86.6	84.5	92.0	70.0	80.1
Cecil	1,128	566	1,523	3,217	580	421	34	83.8	88.2	86.5	85.9	92.2	83.7	90.3
Charles	676	426	436	1,538	193	1,399	46	80.2	84.8	85.6	83.0	92.6	72.8	85.5
Dorchester	849	474	1,579	2,902	698	1,594	78	83.3	81.6	87.6	85.1	93.6	76.6	89.4
Frederick	2,285	1,643	3,493	7,421	1,447	933	87	84.1	81.9	89.4	86.8	93.2	87.8	91.5
Garrett	2,338	690	1,042	4,070	521			81.7	88.5	91.9	85.5	92.1		
Harford	1,166	978	1,684	3,828	791	725		82.0	83.0	87.4	81.7	90.2	81.0	
Howard	660	324	917	1,901	360	669		81.2	84.2	84.5	83.3	88.7	73.2	
Kent	398	265	883	1,546	347	884	28	86.2	89.8	87.8	87.8	89.9	81.5	84.7
Montgomery	929	1,020	2,315	4,264	909	1,577		81.7	84.5	88.3	85.9	90.4	80.5	
Prince George's	798	864	4,492	6,154	1,027	2,457	74	86.0	86.5	89.5	88.6	91.2	80.1	88.9
Queen Anne's	632	309	808	1,749	378	771	15	84.3	89.9	87.8	86.9	91.9	70.7	86.0
St. Mary's	882	437	85	1,404	144	1,145		80.0	83.6	89.2	81.7	92.8	71.5	
Somerset	448	626	1,407	2,481	578	1,799	58	90.9	91.7	89.6	90.4	91.2	88.6	91.5
Talbot	346	217	1,267	1,830	474	1,018	52	92.6	87.4	88.7	89.3	93.6	89.2	96.2
Washington	1,811	1,085	7,517	10,413	1,409	366	9	82.1	83.2	90.1	88.0	93.3	89.2	83.1
Wicomico	1,117	271	2,047	3,535	861	1,391	107	88.6	91.7	90.8	90.2	94.5	89.3	93.3
Worcester	665	152	1,533	2,350	633	1,521	75	81.6	85.6	88.5	86.4	93.0	80.8	93.4
Total Counties	23,138	15,121	60,375	98,634	17,516	25,171	850	83.5	85.9	88.9	87.2	92.6	80.5	90.6
Baltimore City	....	....	....	a71,545	a10,769	a15,691	a1,785	......	....	....	a91.5	a92.1	a87.8	a92.0
Total State	....	....	....	170,179	28,285	40,862	2,635				89.0	92.5	83.4	91.6

Type of School	a Average Number Belonging White	Colored	a Per Cent of Attendance White	Colored
Elementary	61,075	14,278	91.5	87.6
Vocational	338	128	84.3	85.1
Junior High (7 8)	10,132	1,285	91.5	90.3
(9)	2,976	683	91.6	90.0
Senior High	7,798	1,102	92.4	93.3
Total	82,314	17,476	91.6	88.2
Teacher Training	......	96	....	95.8

TABLE VI

Number and Per Cent of Non-Promotions, by Grades, White County Elementary Schools, Year Ending July, 1926

COUNTY	NUMBER NOT PROMOTED,* 1926, IN GRADE														PER CENT NOT PROMOTED,* 1926, IN GRADE													
	1		2		3		4		5		6		7		1		2		3		4		5		6		7	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total and Average†	‡2,528	‡1,695	1,152	633	1,123	595	1,413	786	1,312	710	1,464	796	1,176	731	‡26.9	‡20.7	15.3	9.4	14.7	8.7	18.6	11.2	17.7	10.4	21.9	12.2	21.3	13.0
Allegany†	172	121	79	51	86	41	95	57	109	56	116	46	161	88	20.3	15.4	10.7	7.3	13.1	6.4	14.1	8.3	14.6	8.2	17.2	6.9	28.0	15.5
Anne Arundel†	117	68	50	28	40	23	62	39	41	38	57	47	52	40	21.1	16.3	13.6	7.8	10.4	6.6	17.7	10.9	11.5	11.9	18.3	14.6	19.6	14.7
Baltimore	‡285	‡240	127	68	121	71	111	67	113	67	166	77	123	74	‡21.0	‡19.5	11.6	6.9	11.1	7.1	9.9	6.9	10.3	7.2	17.3	8.5	15.6	9.7
Calvert	28	27	14	12	10	4	15	15	15	8	13	3	11	3	29.8	27.6	24.1	17.9	14.3	7.5	21.4	25.4	27.8	15.4	20.6	6.1	27.5	6.3
Caroline	53	21	42	21	33	12	75	31	40	20	70	31	84	41	32.3	12.4	21.2	13.8	19.6	7.5	33.6	17.5	21.6	12.0	39.1	18.3	45.4	25.3
Carroll	151	103	47	28	69	37	68	35	87	47	70	25	59	30	29.2	24.1	12.0	8.4	17.0	10.1	16.5	8.7	21.6	12.5	18.5	6.9	24.0	11.7
Cecil	66	42	50	31	31	19	65	23	54	27	61	27	30	20	22.4	17.8	17.9	13.0	12.7	8.8	22.7	9.8	21.7	13.0	27.0	11.0	18.8	13.1
Charles	76	44	19	5	33	11	23	12	25	16	20	10	17	21	35.7	25.4	15.1	5.2	20.9	9.3	21.5	12.4	22.5	15.0	22.7	11.5	19.1	25.0
Dorchester	119	69	65	29	65	26	65	53	74	39	50	49	41	47	42.3	28.9	29.3	16.0	26.4	12.4	31.9	22.4	31.0	17.1	25.5	24.0	25.5	24.9
Frederick	215	133	101	54	86	54	104	67	66	31	113	75	87	56	29.7	21.0	16.7	10.8	15.0	10.2	18.3	11.8	12.2	6.3	22.2	15.0	19.4	12.3
Garrett	147	107	41	23	39	20	68	30	52	33	63	44	61	37	30.2	29.1	13.4	9.1	11.1	7.3	21.1	12.1	17.7	11.6	25.2	15.5	22.4	12.3
Harford†	139	96	58	25	51	21	77	46	64	48	83	50	48	38	34.2	28.2	19.5	9.2	16.1	8.0	25.5	14.9	23.9	17.5	31.4	18.5	22.3	18.4
Howard	78	53	34	29	24	20	63	24	43	20	50	29	30	30	35.9	29.8	23.8	20.4	16.8	15.4	35.4	19.7	31.9	14.5	39.7	26.6	28.6	27.8
Kent	24	13	12	5	12	8	13	7	20	8	23	14	20	7	21.1	11.5	9.4	4.7	9.2	6.8	11.7	7.0	18.7	6.5	20.7	11.8	19.4	6.3
Montgomery	113	76	33	16	24	10	32	18	38	12	30	17	42	15	25.2	20.2	11.0	5.7	7.4	3.7	9.9	5.8	11.5	3.7	10.2	5.6	14.7	5.8
Prince George's†	203	136	66	45	81	29	77	46	62	46	102	68	49	37	33.5	24.1	13.5	10.3	16.4	7.6	16.9	11.4	14.0	11.1	24.3	16.4	15.1	10.4
Queen Anne's	41	27	22	15	26	4	32	15	32	22	26	15	10	9	27.5	18.2	15.5	12.3	17.5	3.4	19.4	11.8	23.7	14.7	23.2	13.4	11.5	8.7
St. Mary's†	59	32	28	12	22	13	50	29	33	12	46	23	39	21	38.3	27.4	25.7	12.9	17.6	13.8	40.3	27.1	29.5	13.3	38.0	22.1	51.3	26.3
Somerset	70	50	27	18	38	34	60	43	49	22	63	29	25	21	32.7	25.5	18.5	10.8	18.5	20.9	26.9	21.5	25.1	12.6	30.7	16.7	17.2	13.3
Talbot	36	22	18	8	17	8	22	10	35	7	32	14	10	5	22.0	15.9	12.6	7.7	11.8	6.0	18.6	7.6	22.2	4.7	18.9	10.5	10.4	4.9
Washington†	201	139	136	70	116	69	108	69	139	77	99	64	79	51	23.3	18.0	17.1	10.0	15.1	9.1	13.7	9.6	18.7	10.7	16.3	10.0	15.3	9.1
Wicomico	57	37	39	23	52	26	80	31	69	22	62	23	50	24	20.0	13.0	14.3	8.8	18.4	9.5	26.6	12.3	23.4	8.4	23.8	10.4	24.6	11.8
Worcester	78	39	44	17	47	35	48	19	52	32	49	16	48	16	33.3	21.5	21.9	9.9	23.0	19.4	25.5	10.6	25.2	17.3	30.6	12.6	35.8	13.4

* Includes withdrawals for causes other than transfer, removal and death.

‡ Excludes 10 boys, 24.4 per cent, and 12 girls, 24.5 per cent in kindergartens.

† Excludes the following eighth grade pupils.

	Number		Per Cent	
	Boys	Girls	Boys	Girls
Total	214	182	21.2	16.0
Allegany	109	99	24.6	19.0
Anne Arundel	24	31	13.5	15.3
Harford	2	2	33.3	28.6
Prince George's	1	...	50.0	...
St. Mary's	2	6	20.0	40.0
Washington	76	44	20.4	11.4

TABLE VII

Number and Per Cent of Non-Promotions,* by Grades, in White One-Teacher Elementary Schools, Year Ending July 31, 1926

COUNTY	NUMBER NOT PROMOTED,* 1926, IN GRADE														PER CENT NOT PROMOTED,* 1926, IN GRADE													
	1		2		3		4		5		6		7		1		2		3		4		5		6		7	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total and Average†	868	571	294	171	373	173	498	275	437	213	393	214	325	213	33.7	26.2	15.6	10.8	18.4	10.0	25.4	16.2	24.8	12.8	25.6	14.7	28.9	17.6
Allegany†	34	22	9	5	8	4	14	11	19	9	11	7	10	7	28.3	21.4	10.7	9.4	14.3	6.6	28.6	16.7	27.5	14.1	16.9	15.2	31.3	18.9
Anne Arundel†	15	5	9	3	5	3	12	4	5	5	6	5	1		19.5	10.0	15.0	5.7	9.8	7.0	27.9	12.1	12.5	16.7	19.4	13.2	7.7	...
Baltimore	31	36	8	6	12	7	11	4	12	3	22	3	18	10	30.7	35.3	10.8	9.4	17.1	9.1	12.5	6.5	15.0	3.8	27.5	5.2	29.0	14.7
Calvert	22	22	13	7	10	4	8	10	11	7	6	3	6	1	31.9	31.9	31.7	14.9	21.3	10.5	17.8	22.7	29.7	18.4	14.0	8.1	26.1	2.9
Caroline	23	7	11	8	13	6	28	14	17	5	13	11	23	14	41.1	13.2	17.7	13.8	25.0	11.5	35.0	23.7	27.9	9.4	30.2	23.4	59.0	31.8
Carroll	94	66	19	11	41	20	21	13	48	27	38	19	13	9	35.7	29.7	10.9	6.8	18.9	12.2	11.2	6.9	23.9	15.8	22.1	12.2	37.1	23.7
Cecil	32	20	21	11	14	6	25	8	11	4	14	5	12	7	28.3	23.0	20.2	12.1	12.8	7.8	21.9	10.8	15.3	5.5	17.5	6.0	23.1	15.9
Charles	44	26	5	1	16	4	7	5	17	10	4	4	10	8	43.1	32.1	8.2	2.9	23.5	6.7	17.5	13.5	27.0	20.4	12.5	14.3	22.7	16.7
Dorchester	33	26	17	11	25	8	25	18	30	17	16	16	24	19	40.7	36.6	23.9	18.6	34.7	13.8	45.5	24.0	55.6	22.1	41.0	25.8	28.6	35.2
Frederick	81	46	33	19	39	13	46	35	31	14	30	17	34	26	34.8	21.6	16.6	14.0	20.6	8.0	22.0	17.8	18.3	10.6	19.1	12.6	26.4	18.3
Garrett	95	72	28	15	26	14	50	25	32	27	49	36	44	30	35.6	34.8	15.0	10.9	12.6	7.8	26.0	17.4	18.6	15.2	31.8	22.1	27.0	14.6
Harford	56	37	19	10	31	3	38	24	31	16	25	24	15	11	39.7	30.3	19.8	10.9	27.7	3.4	38.8	27.0	42.5	19.5	33.8	31.2	34.9	21.6
Howard	35	24	8	11	9	4	24	12	15	7	20	10	11	14	38.5	36.4	16.7	20.8	20.5	12.5	37.5	22.2	38.5	15.9	40.0	25.0	37.9	41.2
Kent	8	4	2	1	2	5	8	1	8	3	5	4	9	1	26.7	12.1	7.7	3.1	6.9	13.9	20.5	4.0	27.6	10.3	17.2	11.1	37.5	3.7
Montgomery	31	10	7	5	9	3	6	3	3	1	4	2	9	4	28.2	12.0	9.9	10.4	12.0	4.4	9.2	4.5	4.1	1.2	6.1	3.2	17.3	8.3
Prince George's	28	24	6	2	11	1	18	12	5	4	11	5	10	7	31.1	29.6	9.0	4.3	13.6	1.9	26.5	23.5	10.0	7.3	22.0	12.5	19.6	14.3
Queen Anne's	17	14	10	8	11	2	16	5	15	9	6	3	3	4	29.3	23.0	16.4	21.1	18.6	5.0	23.9	8.6	31.3	17.0	19.4	9.7	10.0	10.3
St. Mary's†	45	19	16	10	14	11	32	16	22	8	30	10	27	17	14.6	27.5	25.0	17.2	16.5	15.9	42.7	25.4	31.4	14.3	36.6	15.4	58.7	31.5
Somerset	9	6	3	3	4	12	14	11	8	1	17	3	3	2	20.9	18.2	13.6	7.3	10.5	35.3	26.4	36.7	25.8	4.3	40.5	10.3	15.8	8.0
Talbot	9	8	...	2	6	1	3	2	6	1	6	...	...	...	20.9	28.6	...	10.0	17.1	3.8	14.3	8.7	28.6	4.0	17.1			
Washington†	61	48	26	12	26	20	35	19	44	17	35	18	15	12	31.8	27.6	18.3	9.4	16.5	12.7	24.1	14.1	31.2	12.8	35.4	17.5	25.9	17.4
Wicomico	31	13	10	5	17	10	35	11	26	7	17	2	12	7	30.4	12.6	12.8	6.5	16.2	10.2	36.1	15.7	24.5	8.2	27.9	3.3	23.1	12.3
Worcester	34	16	14	5	24	12	22	12	21	11	8	7	16	3	37.8	24.2	23.7	10.2	32.9	24.0	34.4	23.1	32.3	18.6	38.1	22.6	48.5	20.0

* Includes withdrawals for causes other than transfer, removal, and death.

† Excludes the following eighth grade pupils:

	Number		Per Cent	
	Boys	Girls	Boys	Girls
Total and Average	26	20	37.1	19.8
Allegany	6	6	21.4	12.0
Anne Arundel	..	..	....	....
St. Mary's	2	6	40.0	54.5
Washington	18	8	48.6	24.2

TABLE VIII

Number and Per Cent of Non-Promotions,* by Grades in White Two-Teacher Elementary Schools, Year Ending July 31, 1926

COUNTY	NUMBER NOT PROMOTED,* 1926, IN GRADES														PER CENT NOT PROMOTED,* 1926, IN GRADE													
	1		2		3		4		5		6		7		1		2		3		4		5		6		7	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total and Average	447	298	180	93	149	79	262	141	212	126	221	124	173	92	28.6	22.5	15.3	8.8	12.5	7.3	21.8	13.1	18.8	11.8	21.9	12.1	21.3	11.8
Allegany†	26	12	6	3	8	2	11	3	18	9	7	5	4	1	32.1	15.4	8.0	4.8	11.5	3.1	18.0	6.1	23.7	12.5	14.6	8.3	10.0	33.3
Anne Arundel†	18	8	5	6	4	1	6	3	8	9	9	1	7	1	25.4	15.7	11.1	13.6	7.5	2.3	13.3	8.1	16.3	18.0	23.7	3.3	15.2	4.3
Baltimore	65	43	20	14	10	9	26	15	20	15	30	8	27	10	28.5	20.8	12.4	8.9	6.1	5.8	11.2	9.6	11.8	9.7	19.1	5.7	22.1	8.6
Calvert	3			1				2			6		2	1	50.0			25.0				100.0			16.2		28.6	16.7
Caroline	10	4	8	1	4	...	8	4	1	1	8	2	6	3	17.6	22.2	28.6	5.9	25.0		33.3	19.0	5.9	4.8	28.6	11.3	25.0	16.7
Carroll	10	12	10	2	8	4	25	9	15	8	9	2	18	3	15.9	26.1	19.2	4.7	16.3	8.7	42.4	19.1	31.1	18.2	22.5	4.8	36.0	10.7
Cecil	10	2	4	1	5	1	7	1	6	3	6	1	1	1	18.9	5.6	9.8	2.5	13.9	2.4	13.7	2.4	12.5	8.3	13.3	3.0	3.5	2.8
Charles	20	12	11	2	9	4	8	6	3	1	8	4	4	11	33.3	26.7	30.6	8.0	19.6	12.9	22.2	19.1	11.1	4.2	32.0	11.8	23.5	57.9
Dorchester	20	12	8	3	9	4	13	10	6	7	9	16	4	12	50.0	14.4	26.7	15.8	23.1	12.1	37.1	34.5	19.1	26.9	25.0	21.6	20.0	20.7
Frederick	17	33	20	12	17	13	32	14	18	5	17	18	23	10	26.9	21.9	16.5	11.3	12.6	9.9	26.1	11.3	15.3	4.2	16.0	14.9	23.5	10.9
Garrett	19	9	7	3	6	2	6	1	13	3	6	4	6	1	20.7	16.1	15.9	4.9	10.0	4.9	13.0	2.5	22.0	7.1	18.2	8.3	13.0	10.5
Harford†	36	24	14	2	9	6	11	10	15	16	18	9	16	11	33.3	30.4	17.7	3.3	11.4	9.4	17.2	10.8	20.0	22.9	27.3	14.8	34.0	19.3
Howard	7	6	5	3	3	4	18	6	6	1	14	7	5	5	22.6	18.8	21.7	13.0	12.5	15.4	46.2	25.0	21.4	5.0	53.8	38.9	25.0	29.4
Kent	4	...	1	.	1	..	2	...	3	2	3	2	2	.	18.2	...	3.2	...	5.6	....	10.0	.	13.6	7.4	15.8	9.5	13.3	...
Montgomery	29	24	10	4	2	6	14	9	18	4	7	3	11	6	25.9	23.1	12.7	5.5	2.4	8.1	16.5	13.4	24.0	6.0	10.6	4.1	17.2	11.5
Prince George's	31	27	7	10	7	4	9	4	13	10	15	10	7	1	38.3	30.3	9.9	13.5	12.1	8.2	16.7	8.0	18.6	18.2	30.6	16.7	13.7	1.8
Queen Anne's	7	3	4	.....	2	.....	7	1	6	2	2	1	1	..	31.8	12.0	14.3	....	8.7	....	28.0	5.3	24.0	7.1	11.8	4.8	8.3	...
St. Mary's†	11	10	11	2	7	2	12	13	6	4	11	8	6	1	23.9	28.6	27.5	6.7	18.9	8.3	30.8	32.5	18.2	13.3	34.4	26.7	28.6	5.3
Somerset	18	16	5	3	11	5	12	6	4	4	13	7	3	3	29.0	31.4	12.2	6.4	16.9	10.6	24.0	10.9	12.1	9.5	28.3	16.3	10.0	8.1
Talbot	5	3	1	.....	.....	.....	5	3	3	1	3	3	.....	.....	21.7	17.6	5.6	....	....	....	25.0	25.0	13.0	6.3	18.8	17.6	...	...
Washington†	38	29	14	17	22	10	23	14	23	18	7	10	16	8	34.5	25.9	17.1	20.2	23.7	11.5	25.8	18.9	32.4	22.8	12.3	16.1	28.1	20.5
Wicomico	5	5	6	3	2	2	6	6	4	..	9	3	3	.....	14.7	15.6	26.1	8.8	10.5	6.5	17.6	23.1	16.7	....	26.5	10.3	18.8	...
Worcester	8	4	3	1	3	....	1	1	3	3	4	....	1	....	40.0	25.0	15.0	9.1	27.3	..	7.7	11.1	27.3	25.0	33.3	....	25.0	..

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* Includes withdrawals for causes other than transfer, removal and death.

† Excludes the following eighth grade pupils:

	Number		Per Cent	
	Boys	Girls	Boys	Girls
Total and Average	12	16	17.1	20.8
Allegany	1	1	7.1	8.3
Anne Arundel	5	5	25.0	26.3
Harford	2	2	33.3	28.6
St. Mary's	..	..	....	....
Washington	4	8	16.0	22.9

TABLE IX

Badge Test Entrants and Winners in State-Wide Athletics White Schools—1926

COUNTY	BOYS								GIRLS								TOTAL			
	Bronze		Silver		Gold		Super Gold		Bronze		Silver		Gold		Super Gold		Boys		Girls	
	*E	*W	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W
†Allegany	814	439	256	130	32	13	4	...	639	234	372	41	110	21	29	11	1,106	582	1,150	307
Anne Arundel	479	180	111	43	34	14	10	7	615	312	407	116	77	46	14	17	634	244	1,113	491
Baltimore	620	126	182	37	53	10	14	14	1,340	389	551	113	105	31	77	29	869	187	2,073	562
Calvert	111	57	41	12	2	1			105	50	80	27	13	8	2		154	70	200	85
Caroline	292	109	150	33	33	8	6	4	397	215	197	79	83	38	43	6	481	154	720	338
Carroll	536	168	123	51	19	7	7	6	641	283	344	162	65	52	25	20	685	232	1,075	517
Cecil	254	60	64	19	20	1	...	...	352	160	242	77	80	50	32	20	338	80	706	297
Charles	126	42	28	9	7	4			176	85	87	39	14	19	7		156	55	284	143
Dorchester	382	157	127	62	36	7	3	1	432	189	299	105	99	54	50	39	548	227	880	387
Frederick	774	206	381	70	43	19	14	9	1,282	409	518	126	169	98	51	29	1,212	304	2,020	662
Garrett	140	37	43	8	20				153	39	71	2	20	1			203	45	244	42
Harford	324	128	87	48	21	10	3	1	344	153	208	85	57	37	25	10	435	187	634	285
Howard	159	44	85	18	31	1	9	4	181	92	88	37	36	30	29	24	284	67	334	183
Kent	185	70	63	21	14	9	5	3	226	76	148	32	46	38	30	20	257	103	450	166
Montgomery	570	174	149	40	32	12	10	1	607	221	327	96	84	51	40	23	761	227	1,058	391
†Prince George's	678	231	152	72	18	7	4	4	765	179	437	75	133	67	31	11	852	314	1,366	332
Queen Anne's	210	84	140	39	20	7	16	4	285	103	222	56	60	17	34	14	386	134	601	190
St. Mary's	203	12	35	3	6	....			184	66	90	34	22	17	4	4	244	15	300	121
Somerset	195	65	47	33	12	3	4	4	264	157	136	53	29	27	8	7	258	105	437	244
Talbot	246	75	91	35	19	10	8	3	266	145	160	45	45	36	41	29	364	123	512	255
Washington	657	208	196	67	44	16	13	11	761	312	261	102	57	29	28	20	910	302	1,107	463
Wicomico	369	126	113	66	31	26	4	2	583	215	243	100	40	31	31	18	517	220	897	364
Worcester	170	84	114	37	17	5	7	6	209	90	139	65	54	35	18	14	308	132	420	204
Totals	8,494	2,882	2,763	953	564	190	141	84	10,807	4,164	5,627	1,667	1,498	833	649	365	11,962	4,109	18,581	7,029

*E—Entrant. W—Winner.

† The county had two meets, one for pupils in the larger schools and one for pupils in the rural schools.

TABLE X

Teams and Entrants from White Schools in State-Wide Athletics, 1926

COUNTY	Circle Dodge Ball		Field Dodge		Speed		Touch down Pass		Captain		Volley		Flag Relay		Run and Catch		Obstacle		Base Ball		Field Ball		Soccer		Totals	
	Boys, Girls, Mixed		Mixed		Boys		Girls		Girls		Girls		Girls		Girls		Girls		Boys		Girls		Boys			
	T.	E.	T.	E.	T.	E.	T.	E.	T.	E.	T.	E.	T.	E.	T.	E.	T.	E.	T.	E.	T.	E.	T.	E.	T.	E.
Allegany	78	987	7	71	10	170	6	50	6	80	10	93	48	393	7	69	7	37	....	....	8	145	12	252	†205	†2,421
Anne Arundel	50	688	5	64	10	135	2	23	2	31	6	67	23	183	5	48	1	6	4	54	3	47	4	84	115	1,430
Baltimore	65	898	10	110	26	365	6	69	4	55	6	69	38	342	7	60	7	35	....	....	6	106	6	126	†187	†2,278
Calvert	13	170	....	....	5	63	....	....	2	27	3	31	3	24	2	20	2	8	3	54	3	46	3	63	39	506
Caroline	25	327	12	120	5	65	6	68	2	30	6	73	14	126	7	61	8	32	5	90	....	....	6	126	96	1,118
Carroll	74	967	4	53	7	91	4	45	1	12	11	111	19	162	9	89	5	20	11	197	....	....	9	189	†156	†1,955
Cecil	32	407	....	....	....	....	1	9	1	10	5	55	8	64	5	40	2	8	8	129	....	....	8	168	70	890
Charles	31	375	....	....	3	38	....	....	....	....	2	25	11	88	4	42	4	21	1	14	2	39	2	42	60	684
Dorchester	36	439	2	30	6	89	3	42	3	41	5	54	8	72	10	87	2	12	3	53	4	74	4	84	86	1,077
Frederick	59	741	9	123	12	165	4	41	4	51	8	82	19	173	8	77	4	24	9	156	9	148	11	231	†160	†2,056
Garrett	20	246	2	25	6	81	3	35	1	12	5	59	5	43	3	30	1	6	3	30	....	....	5	105	54	672
Harford	34	420	1	11	5	69	5	56	3	39	8	90	9	80	5	50	3	18	4	74	2	30	5	105	84	1,042
Howard	33	400	1	24	5	67	4	45	4	46	7	78	9	88	5	49	4	24	5	73	4	79	4	84	†87	†1,079
Kent	23	302	2	22	6	91	1	9	1	11	5	56	9	76	5	44	3	24	3	56	3	47	4	84	65	822
Montgomery	57	737	3	42	19	252	4	55	4	55	11	121	9	78	9	90	6	36	2	33	2	36	7	147	†138	†1,714
Prince George's	67	836	2	22	25	322	2	20	3	33	9	108	25	220	8	90	1	7	8	116	....	....	7	156	157	1,930
Queen Anne's	30	368	6	79	7	93	5	79	5	65	4	41	10	109	8	89	6	32	5	65	5	76	5	110	†98	†1,224
St. Mary's	29	339	1	10	4	50	2	20	1	11	2	25	15	126	3	29	1	4	2	45	2	57	2	44	64	760
Somerset	24	299	5	72	4	47	3	43	3	43	5	57	10	86	5	51	2	12	4	75	6	93	6	132	77	1,010
Talbot	30	320	1	11	3	37	5	54	3	37	6	62	7	63	5	45	1	5	4	73	6	100	6	132	77	939
Washington	32	420	5	75	11	151	4	51	3	31	7	80	16	148	3	29	3	16	6	106	3	53	6	132	†103	†1,323
Wicomico	51	624	2	26	8	103	4	50	3	38	7	73	22	187	6	58	4	25	7	139	3	60	7	154	†127	†1,575
Worcester	18	243	4	61	4	58	4	42	4	49	4	53	7	64	5	48	3	18	5	92	4	93	4	88	66	909
Total Counties																										
1926	h911	h11,553	84	1,051	191	2,602	78	906	63	807	142	1,563	344	2,995	134	1,295	80	430	102	1,724	75	1,329	133	2,838	†2,371	†29,414
1925	926	12,015	....	....	158	2,210	....	....	55	732	132	1,467	306	2,979	118	1,148	New Game		....	....	61	1,060	122	2,189	‡1,956	‡24,649
Per cent of increase	*1 6	*3.8	New	game	20.9	17.7	New Game		14.5	10.2	7.5	6.5	12.4	.5	13 5	12.8	....	....	....	....	23	25.3	9	29.6	21 2	19
Baltimore City																										
1926	x55	x670	....	....	....	....	....	....	....	....	3	56	6	69	....	....	....	....	....	....	33	515	59	1,030	187	4,400
1925	91	1,365	....	....	....	....	....	....	....	....	4	45	23	245	....	....	....	....	....	....	15	259	148	2,964	281	4,878
Per cent of increase	*39.6	*49.1	....	....	....	....	....	....	....	....	*25	24.4	*74	*71.8	....	....	....	....	....	....	120	98.8	*39	*4.2	*33.4	*9.7

T.—Number of teams. E.—Number of entrants.

† Includes following teams and entrants for basketball: Allegany 6-74; Baltimore 6-43; Carroll 2-19; Frederick 4-44; Howard 2-22; Montgomery 5-32; Queen Anne's 2-18; Washington 4-31; Wicomico 3-38; Total 34-321.

‡ Totals for 1925 include End Ball: 78 teams, 849 entrants.

h These totals include the following teams and entrants: Boys 258-3,387; Girls 358-4,650; Mixed 295-3,516.

x Includes 22 teams for 272 boys and 33 teams for 398 girls.

* Per cent of decrease.

TABLE XI

Badge Test Entrants and Winners in State Athletics Colored Schools—1926

COUNTY	BOYS								GIRLS								TOTAL			
	Bronze		Silver		Gold		Super Gold		Bronze		Silver		Gold		Super Gold		Boys		Girls	
	*E	*W	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W
Anne Arundel	279	33	56	3	11	1			224	66	133	18	24	6	5	1	346	37	386	91
Baltimore	141	49	61	24	16				161	88	61	43	26	12	2	1	218	73	250	144
Calvert	113	30	30	2	2				106	42	40	11	12	4	4	2	145	32	162	59
Caroline	170	30	40	7	13	1	1		145	65	89	29	22	11	3	3	224	38	259	108
Carroll	69	12	18	1	6		1		44	29	29	14	13	10	2	1	94	13	88	54
Cecil	34	1	15	1	6				54	9	23	4	12	3			55	2	89	16
Charles	274	22	38	3	10		1		255	80	102	30	31	9	5	1	323	25	393	120
Dorchester	208	51	50	11	15	4			189	99	141	56	27	10	12	10	273	66	369	175
Frederick	257	27	64	17	22	4	4		183	38	120	26	33	23	16	7	347	48	352	94
Harford	97	12	43	8	27	2			111	49	75	26	21	13	5	4	167	22	212	92
Howard	73	7	28	21	8				72	29	43	14	13	9	1		109	28	129	52
Kent	96	14	39	6	6	2	1	1	109	39	65	16	18	10	3	2	142	23	195	67
Montgomery	218	52	98	16	18	3			244	96	125	42	18	11			334	71	387	149
Prince George's	313	44	65	12	7				283	112	112	34	16	7	1	1	385	56	412	154
Queen Anne's	89	18	10	2	4				93	69	31	19	10	8	1		103	20	135	96
St. Mary's	106	45	32	13	4				88	56	51	23	12	6	1	1	142	58	152	86
Somerset	159	14	48	8	8				159	90	55	9	15	4	8	2	215	22	237	105
Talbot	141	18	44	9	11				145	43	72	29	11				196	27	228	72
Wicomico	271	56	94	14	11	1	5	1	269	89	180	60	46	27	10	9	381	72	505	185
Worcester	117	35	40	16	11	4			157	60	91	19	23	13	5	5	168	55	276	97
Total Counties	3,225	570	913	194	216	22	13	2	3,091	1,248	1,638	522	103	196	84	50	4,367	788	5,216	2,016

* E—Entrant. W—Winner.

TABLE XII

Teams and Entrants from Colored Schools in State Wide Athletics 1925

COUNTY	TRACK AND FIELD		DODGE BALL							
	Number Schools Entered	Entrants Boys	Entrants Boys		Entrants Girls		Entrants Mixed		Total Entrants Dodge Ball	
			*T.	*E.	T.	E.	T.	E.	T.	E.
Anne Arundel	34	324	23	271	30	357	10	115	63	743
Baltimore	19	192	6	77	7	92	9	87	22	256
Calvert	18	206	6	67	10	106	12	143	28	316
Caroline	20	241	8	102	12	144	9	108	29	354
Carroll	9	111	1	12	2	23	6	78	9	113
Cecil	13	99			3	39	8	90	11	129
Charles	31	306	15	187	15	181	16	158	46	526
Dorchester	38	318	12	134	18	207	18	195	48	536
Frederick	21	244	5	61	7	94	19	212	31	367
Harford	18	208	3	38	7	86	13	140	23	264
Howard	18	155	7	81	7	90	8	86	22	257
Kent	23	187	3	39	7	80	17	183	27	302
Montgomery	18	349	13	160	16	187	12	148	41	495
Prince George's	39	419	22	249	23	266	20	223	65	738
Queen Anne's	20	240	6	63	5	54	14	143	25	260
St. Mary's	28	205	6	65	10	109	23	246	39	420
Somerset	19	293	13	147	18	212	11	108	42	467
Talbot	20	272	8	111	10	128	11	137	29	376
Wicomico	18	335	9	115	13	174	9	101	31	390
Worcester	18	199	8	102	10	125	11	123	29	350
Total Counties	436	4,903	174	2,081	230	2,754	256	2,824	660	7,659
Baltimore City	16	650	2	28	25	283	.....	.....	27	311

*T.—Teams. E.—Entrants.

TABLE XIII

Number of Teaching Positions for the Year Ending July 31, 1926

COUNTY	WHITE								COLORED								Grand Total	
	Elementary School			High School			Total White Teachers	White Supervising and Helping Teachers	Elementary School			High School			Total Colored Teachers	Colored Supervisors	Teachers	Supervisors
	Men	Women	Total	Men	Women	Total			Men	Women	Total	Men	Women	Total				
Allegany	11.4	293.3	304.7	35.6	61.6	97.2	401.9	5	..	7.5	7.5	1	2.5	3.5	11		412.9	5
Anne Arundel	14	139	153	5	28.4	33.4	186.4	2	5	60	65	3	2	5	70	e	256.4	2
Baltimore	35.2	315.4	350.6	11.6	61.6	73.2	423.8	6	12.3	36.4	48.7	.	...	..	48.7	e	472.5	6
Calvert		30.0	30.0	4	4	8	38.0	1	2	22.7	24.7				24.7	1	62.7	2
Caroline		76.5	76.5	9	18.5	27.5	104.0	1	3	24.1	27.1	1	1.2	2.2	29.3	.6	133.3	1.6
Carroll	*25	*156.2	*181.2	*27.2	*43	*70.2	251.4	3	1	11.0	12		1.2	1.2	13.2	.6	264.6	3.6
Cecil	1	100.3	101.3	12	22	34	135.3	1	1	15.2	16.2	1	1.2	2.2	18.4	.6	153.7	1.6
Charles	4	60	64	3	4	7	71	.5	1	37.5	38.5	1	2.5	3.5	42	1	113.0	1.5
Dorchester	4	89.3	93.3	15	18.5	33.5	126.8	2	9.6	39.6	49.2	2.4	1.6	4.0	53.2	.4	180.0	2.4
Frederick	36	197.5	233.5	27	40.1	67.1	300.6	4	3	28	31	1.2	2	3.2	34.2	.8	334.8	4.8
Garrett	24	161.5	185.5	11	17	28	213.5	4						.			213.5	4
Harford	3.7	121.3	125	15.3	21.9	37.2	162.2	2	4.4	20.5	24.9		..		24.9	.6	187.1	2.6
Howard	3	56.3	59.3	9	11	20	79.3	1	.6	18.5	19.1		.		19.1	.4	98.4	1.4
Kent		58	58	6	13	19	77	1	3	25.5	28.5	.4	2.0	2.4	30.9	.6	107.9	1.6
Montgomery	9	125	134	13	30	43	177	2	3	36.7	39.7				39.7	1	216.7	3
Prince George's	3	181	184	14	38.4	52.4	236.4	2	2.7	61.4	64.1	2.3	1.6	3.9	68	1	304.4	3
Queen Anne's		62	62	8	15	23	85	1	2	20.2	22.2	1	.2	1.2	23.4	.6	108.4	1.6
St. Mary's	2.7	53.8	56.5	†3	†4	†7	63.5	1	5.2	29.4	34.6				34.6	.8	98.1	1.8
Somerset	2	82	84	14	14.4	28.4	112.4	1	9	42	51	1	1	2	53	1	165.4	2
Talbot	1	54.8	55.8	10	17.2	27.2	83	1	4.5	27.4	31.9	1.5	1.5	3	34.9	1	117.9	2
Washington	40	245.7	285.7	25.2	27.4	52.6	338.3	3	3	10.5	13.5	.5	.	.5	14.0	..	352.3	3
Wicomico	1	107	108	13	29.4	42.4	150.4	2	7	32	39	2	2	4	43	1	193.4	3
Worcester	4	77.2	81.2	12	22	34	115.2	1	3	36.6	39.6	3		3	42.6	1	157.8	2
Total Counties	224.0	2,843.1	3,067.1	302.9	562.4	865.3	3,932.4	47.5	85.3	642.7	728	22.3	22.5	44.8	772.8	14	4,705.2	61.5
Baltimore City	a152	a2,147	a2,299	b174	b147	b321	2,620		c110	c356	c466	b19	b24	b43	d509		f3,129	
Total State	376.0	4,990.1	5,366.1	476.9	709.4	1,186.3	6,552.4		195.3	998.7	1,194	41.3	46.5	87.8	1,281.8		7,834.2	

*The time of a number of teachers classified here as in high school teaching was given to work with elementary school pupils. We estimate that this time was equivalent to that of three full time high school teachers.

† Includes 1 man at Charlotte Hall School and 2 women at St. Mary's Seminary.

a Includes 70 men and 394 women teaching in junior high schools and 24 men and 2 women in vocational schools.

b Senior high schools only.

c Includes 34 men and 37 women teaching in junior high schools and 9 men in vocational schools.

d Excludes 1 man and 5 women in training school for colored teachers.

e In Anne Arundel the attendance officer and in Baltimore County the assistant superintendent act as supervisors of colored schools.

TABLE XIV

White Elementary School Teachers Holding Various Grades of Certificates, October, 1926

COUNTY	NUMBER OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES									PER CENT OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES							
	Elem. Prin. and First		Second		Third		Total Number of Teachers		Grand Total	Elem. Prin. and First		Second		Third		Total Number of Teachers	
	*Reg.	*Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.		Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.
Allegany	297	1	13	....	4	....	314	1	315	94.3	0.3	4.1	....	1.3	....	99.7	.3
Anne Arundel	124	3	10	6	4	5	138	14	152	81.6	2.0	6.6	3.9	2.6	3.3	90.8	9.2
Baltimore	346	....	1	....	....	....	347	....	347	99.7	....	.3	....	....	....	100.0	....
Calvert	26	....	....	....	3	....	29	....	29	89.7	....	....	....	10.3	....	100.0	....
Caroline	58	....	8	....	4	1	70	1	71	81.7	....	11.3	....	5.6	1.4	98.6	1.4
Carroll	128	3	27	1	20	2	175	6	181	70.7	1.7	14.9	.5	11.1	1.1	96.7	3.3
Cecil	62	....	34	1	4	....	100	1	101	61.4	....	33.6	1.0	4.0	....	99.0	1.0
Charles	33	1	22	....	7	1	62	2	64	51.6	1.6	34.4	....	10.9	1.5	96.9	3.1
Dorchester	64	....	15	....	12	2	91	2	93	68.8	....	16.1	....	12.9	2.2	97.8	2.2
Frederick	152	2	55	....	22	1	229	3	232	65.5	.9	23.7	....	9.5	.4	98.7	1.3
Garrett	115	5	27	1	23	7	165	13	178	64.6	2.8	15.2	.6	12.9	3.9	92.7	7.3
Harford	94	....	24	2	4	1	122	3	125	75.2	....	19.2	1.6	3.2	.8	97.6	2.4
Howard	50	....	5	....	4	....	59	....	59	84.7	....	8.5	....	6.8	....	100.0	....
Kent	51	....	6	1	....	....	57	1	58	87.9	....	10.4	1.7	....	....	98.3	1.7
Montgomery	128	2	9	....	4	....	141	2	143	89.5	1.4	6.3	....	2.8	....	98.6	1.4
Prince George's	165	2	20	....	2	....	187	2	189	87.3	1.1	10.5	....	1.1	....	98.9	1.1
Queen Anne's	62	....	....	....	....	....	62	....	62	100.0	....	....	....	....	....	100.0	....
St. Mary's	21	....	6	3	8	12	35	15	50	42.0	....	12.0	6.0	16.0	21.0	70.0	30.0
Somerset	50	....	16	3	12	1	78	4	82	61.0	....	19.5	3.7	14.6	1.2	95.1	4.9
Talbot	48	....	5	1	1	....	54	1	55	87.3	....	9.1	1.8	1.8	....	98.2	1.8
Washington	192	3	68	1	20	12	280	16	296	64.9	1.0	23.0	.3	6.7	4.1	94.6	5.4
Wicomico	90	....	19	....	....	....	109	....	109	82.6	....	17.4	....	....	....	100.0	....
Worcester	58	2	15	1	3	1	76	4	80	72.5	2.5	18.7	1.3	3.8	1.2	95.0	5.0
Total and Av.	2,414	24	405	21	161	46	2,980	91	3,071	78.6	.8	13.2	.7	5.2	1.5	97.0	3.0

*Reg.—Regular Prov.—Provisional.

TABLE XV

White Teachers in One Teacher Elementary Schools Holding Various Grades of Certificates, October, 1926

COUNTY	NUMBER OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES									PER CENT OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES							
	Elem. Prin. and First		Second		Third		Total Number of Teachers		Grand Total	Elem. Prin. and First		Second		Third		Total Number of Teachers	
	*Reg.	*Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.		Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.
Allegany	39		1		2		42		12	92.8		2.1		4.8		100.0	
Anne Arundel	10		3	5	2	1	15	6	21	17.6		11.3	23.8	9.5	4.8	71.4	28.6
Baltimore	35						35		35	100.0						100.0	
Calvert	18				3		21		21	85.7				14.3		100.0	
Caroline	17		3		3	1	23	1	24	70.8		12.5		12.5	4.2	95.8	1.2
Carroll	45	3	17		16	2	78	5	83	54.2	3.6	20.5		19.3	2.4	94.0	6.0
Cecil	24		17		3		44		44	54.6		38.6		6.8		100.0	
Charles	13		14		6	1	33	1	34	38.2		41.2		17.6	3.0	97.0	3.0
Dorchester	13		10		9	2	32	2	34	38.2		29.4		26.5	5.9	94.1	5.9
Frederick	37	1	27		10	1	74	2	76	48.7	1.3	35.5		13.2	1.3	97.4	2.6
Garrett	72	1	28	1	19	6	114	11	125	57.6	3.2	18.4	.8	15.2	4.8	91.2	8.8
Harford	27		12	1	4		43	1	44	61.4		27.3	2.3	9.0		97.7	2.3
Howard	16		1		4		21		24	66.6		16.7		16.7		100.0	....
Kent	18		2	1			20	1	21	85.7		9.5	4.8			95.2	4.8
Montgomery	23		3		1		27		27	85.2		11.1		3.7		100.0	
Prince George's	21		9		1		31		31	67.7		29.0		3.3		100.0	
Queen Anne's	28						28		28	100.0						100.0	
St. Mary's	8		1	3	5	12	17	15	32	25.0		12.5	9.4	15.6	37.5	53.1	46.9
Somerset	11		4	1	3		18	1	19	57.8		21.1	5.3	15.8		94.7	5.3
Talbot	9		2	1	1		12	1	13	69.2		15.4	7.7	7.7		92.3	7.7
Washington	15		24	1	17	11	56	12	68	22.0		35.3	1.5	25.0	16.2	82.3	17.7
Wicomico	34		6				40		40	85.0		15.0			....	100.0	....
Worcester	22		5			1	27	1	28	78.6		17.8			3.6	96.4	3.6
Total	555	8	190	11	109	38	854	60	914	60.7	0.9	20.8	1.5	11.9	4.2	93.4	6.6

* Reg.—Regular. Prov.—Provisional.

TABLE XVI

White Teachers in Elementary Schools Having Two Teachers Holding Various Grades of Certificates, October, 1926

COUNTY	NUMBER OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES									PER CENT OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES							
	Elem. Prin. and First		Second		Third		Total Number of Teachers		Grand Total	Elem. Prin. and First		Second		Third		Total Number of Teachers	
	*Reg.	*Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.		Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.
Allegany	23	....	3	....	....	....	26	....	26	88.5	....	11.5	....	....	....	100.0	....
Anne Arundel	16	....	2	....	1	3	19	3	22	72.7	....	9.1	....	4.6	13.6	86.4	13.6
Baltimore	45	....	1	....	....	....	46	....	46	97.8	....	2.2	....	....	....	100.0	....
Calvert	4	....	....	....	....	....	4	....	4	100.0	....	....	....	....	....	100.0	....
Caroline	7	....	1	....	....	....	8	....	8	87.5	....	12.5	....	....	....	100.0	....
Carroll	18	....	2	....	2	....	22	....	22	81.8	....	9.1	....	9.1	....	100.0	....
Cecil	11	....	7	....	....	....	18	....	18	61.1	....	38.9	....	....	....	100.0	....
Charles	8	....	7	....	1	....	16	....	16	50.0	....	43.8	....	6.2	....	100.0	....
Dorchester	10	....	1	....	3	....	14	....	14	71.4	....	7.2	....	21.4	....	100.0	....
Frederick	34	....	11	....	1	....	46	....	46	73.9	....	23.9	....	2.2	....	100.0	....
Garrett	21	....	3	....	2	....	26	....	26	80.8	....	11.5	....	7.7	....	100.0	....
Harford	22	....	7	1	....	....	29	1	30	73.4	....	23.3	3.3	....	....	96.7	3.3
Howard	11	....	1	....	....	....	12	....	12	91.7	....	8.3	....	....	....	100.0	....
Kent	8	....	2	....	....	....	10	....	10	80.0	....	20.0	....	....	....	100.0	....
Montgomery	30	....	2	....	2	....	34	....	34	88.2	....	5.9	....	5.9	....	100.0	....
Prince George's	25	....	3	....	....	....	28	....	28	89.3	....	10.7	....	....	....	100.0	....
Queen Anne's	10	....	....	....	....	....	10	....	10	100.0	....	....	....	....	....	100.0	....
St. Mary's	13	....	2	....	3	....	18	....	18	72.2	....	11.1	....	16.7	....	100.0	....
Somerset	8	....	5	2	6	1	19	3	22	36.4	....	22.7	9.1	27.3	4.5	86.4	13.6
Talbot	8	....	....	....	....	....	8	....	8	100.0	....	....	....	....	....	100.0	....
Washington	23	2	9	....	....	....	32	2	34	67.6	5.9	26.5	....	....	....	94.1	5.9
Wicomico	10	....	2	....	....	....	12	....	12	83.3	....	16.7	....	....	....	100.0	....
Worcester	5	....	1	....	....	....	6	....	6	83.3	....	16.7	....	....	....	100.0	....
Total	370	2	72	3	21	4	463	9	472	78.4	0.4	15.3	0.6	4.4	0.9	98.1	1.9

Reg.—Regular. Prov.—Provisional.

TABLE XVII

Colored Teachers Holding Various Grades of Certificates, October, 1926

COUNTY	NUMBER OF COLORED TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES										PER CENT OF COLORED TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES									
	Elementary Prin. & First		Second		Third		Total Elem. Teachers		Grand Total	High School	Elementary Prin. & First		Second		Third		Total Elem. Teachers		Reg. High School	Prov. High School
	†Reg.	†Prov	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.			Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.		
Allegany	6	......	......	......	......	......	6	......	6	4	100.0	......	......	......	......	......	100.0	......	100.0	......
Anne Arundel	36	4	13	......	8	2	57	6	63	5	57.2	6.3	20.6	......	12.7	3.2	90.5	9.5	100.0	......
Baltimore	41	......	6	......	2	......	49	......	49	......	83.7	......	12.2	......	4.1	......	100.0	......	......	......
Calvert	14	......	8	1	1	1	23	2	25	......	56.0	......	32.0	4.0	4.0	4.0	92.0	8.0	......	......
Caroline	14	......	9	1	......	1	23	2	25	2	56.0	......	36.0	4.0	......	4.0	92.0	8.0	100.0	......
Carroll	7	......	3	......	1	1	11	1	12	1	58.4	......	25.0	......	8.3	8.3	91.7	8.3	100.0	......
Cecil	14	......	1	......	......	......	15	......	15	2	93.3	......	6.7	......	......	......	100.0	......	100.0	......
Charles	19	......	15	1	6	......	40	1	41	3	46.4	......	36.6	2.4	14.6	......	97.6	2.4	100.0	......
Dorchester	21	......	15	......	9	5	45	5	50	*4	42.0	......	30.0	......	18.0	10.0	90.0	10.0	75.0	25.0
Frederick	18	......	6	......	6	......	30	......	30	4	60.0	......	20.0	......	20.0	......	100.0	......	100.0	......
Harford	17	......	6	......	1	......	24	......	24	......	70.8	......	25.0	......	4.2	......	100.0	......	......	......
Howard	17	......	3	......	......	......	20	......	20	......	85.0	......	15.0	......	......	......	100.0	......	......	......
Kent	23	......	5	......	1	......	29	......	29	2	79.3	......	17.2	......	3.5	......	100.0	......	100.0	......
Montgomery	26	......	9	......	5	......	40	......	40	......	65.0	......	22.5	......	12.5	......	100.0	......	......	......
Prince George's	48	2	13	......	3	......	64	2	66	*4	72.7	3.0	19.7	......	4.6	......	97.0	3.0	75.0	25.0
Queen Anne's	18	......	2	......	1	1	21	1	22	1	81.8	......	9.1	......	4.5	4.5	95.4	4.5	100.0	......
St. Mary's	20	......	8	......	5	1	33	1	34	......	58.9	......	23.5	......	14.7	2.9	97.1	2.9	......	......
Somerset	14	1	15	4	7	10	36	15	51	3	27.5	2.0	29.4	7.8	13.7	19.6	70.6	29.4	100.0	......
Talbot	17	......	11	......	1	2	29	2	31	4	54.8	......	35.5	......	3.2	6.4	93.5	6.4	100.0	......
Washington	7	......	4	......	......	1	11	1	12	*2	58.4	......	33.3	......	......	8.3	91.7	8.3	50.0	50.0
Wicomico	23	2	15	......	......	......	38	2	40	**4	57.5	5.0	37.5	......	......	......	95.0	5.0	50.0	50.0
Worcester	16	......	18	1	3	2	37	3	40	*3	40.0	......	45.0	2.5	7.5	5.0	92.5	7.5	66.7	33.3
Total	436	9	185	8	60	27	681	44	725	*** ***48	60.1	1.2	25.5	1.1	8.3	3.7	94.0	6.0	87.5	12.5

† Reg.—Regular. Prov.—Provisional.

* Each asterisk represents a high school teacher holding a provisional certificate.

TABLE XVIII

Receipts from the State of Maryland for the Year Ending July 31, 1926

COUNTY	School Population and Attendance*	High School Aid	Free Book Fund	Materials of Instruction	Salaries of Officials	Colored Industrial Fund	Equalization Fund	Total from State School Appropriations	State Free School Fund	State and Federal Vocational Fund	Total from State and Federal Funds
Allegany	$*113,089.76	$30,500.00	$10,251.64	$2,562.91	$11,620.00	$750.00	...	$168,774.31	$454.03	$1,273.13	$170,501.17
Anne Arundel	*67,243.82	16,099.00	6,753.20	1,688.28	7,080.00	750.00	...	99,614.30	...	1,563.90	101,178.20
Baltimore	*145,081.95	23,295.00	13,846.40	3,461.60	13,520.00	750.00	...	199,954.95	625.16	...	200,580.11
Calvert	*17,257.18	1,950.00	1,678.72	419.68	4,120.00	1,500.00	$21,665.00	51,590.58	194.58	...	51,785.16
Caroline	*31,718.93	16,028.00	3,344.40	836.08	4,720.00	1,500.00	25,660.00	83,807.11	506.90	...	84,314.31
Carroll	*50,977.10	27,213.00	5,291.36	1,322.84	8,440.00	1,500.00	18,397.00	113,141.30	507.76	3,369.37	117,018.43
Cecil	*36,059.29	19,744.00	3,507.04	876.76	5,050.00	1,500.00	...	66,737.09	392.34	1,289.96	68,419.39
Charles	*29,732.78	5,860.00	2,694.00	673.52	3,566.66	1,500.00	16,283.00	60,309.96	194.58	348.75	60,853.29
Dorchester	*43,396.60	17,148.00	1,409.56	1,102.40	6,280.00	1,500.00	32,545.00	106,381.56	572.40	786.23	107,740.19
Frederick	*82,819.09	24,770.00	8,290.61	2,072.61	9,200.00	1,500.00	...	128,652.37	...	5,482.76	134,135.13
Garrett	*40,466.21	14,700.00	3,945.48	986.36	9,000.00	...	83,993.00	153,091.05	259.44	6,786.94	160,137.43
Harford	*42,649.99	19,640.00	4,471.20	1,117.80	6,480.00	1,500.00	...	75,858.99	443.83	4,106.28	80,409.10
Howard	*26,338.27	10,990.00	2,423.08	605.76	4,920.00	1,500.00	...	46,777.11	317.93	2,614.24	49,709.28
Kent	*18,805.89	10,583.00	2,353.00	588.24	4,920.00	1,500.00	338.00	39,088.13	442.09	...	39,530.22
Montgomery	*61,072.03	20,630.00	5,453.84	1,363.48	6,480.00	1,500.00	...	96,199.35	835.48	4,377.60	101,712.43
Prince George's	*86,052.43	24,989.00	7,837.88	1,959.48	6,680.00	1,500.00	43,521.00	172,539.79	554.79	3,690.00	176,784.58
Queen Anne's	*25,315.96	13,498.00	2,462.00	615.52	5,320.00	1,500.00	13,184.00	61,895.48	477.62	1,380.00	63,753.10
St. Mary's	*26,504.41	3,600.00	2,295.68	573.92	4,520.00	1,500.00	7,138.00	46,132.01	282.21	...	46,414.22
Somerset	*33,351.24	14,625.00	4,242.80	1,060.72	4,120.00	1,500.00	56,064.00	114,963.76	...	1,380.01	116,343.77
Talbot	*28,329.79	15,210.00	2,912.88	728.20	4,520.00	1,500.00	728.00	53,928.87	580.89	1,358.26	55,868.02
Washington	*99,268.03	19,310.00	10,095.80	2,523.96	8,840.00	750.00	...	140,787.79	609.28	1,028.50	142,425.57
Wicomico	*47,968.87	15,630.00	4,912.24	1,228.04	6,680.00	1,500.00	57,293.00	135,211.65	564.84	...	135,776.49
Worcester	*38,286.45	16,745.00	3,965.12	991.28	4,520.00	1,500.00	21,216.00	90,253.85	456.74	3,162.50	93,873.09
Total Counties	$1,191,785.57	$385,757.00	$117,437.96	$29,359.47	$150,596.66	$30,000.00	$401,055.00	$2,305,991.66	$9,272.89	$43,998.43	$2,359,262.98
Baltimore City	960,745.77	36,000.00	82,562.04	20,640.53	20,560.00	...	...	1,120,508.34	...	22,522.30	1,143,030.64
Total State	$2,152,531.34	$421,757.00	$200,000.00	$50,000.00	$171,156.66	$30,000.00	$401,055.00	$3,426,500.00	$9,272.89	$66,520.73	$3,502,293.62

* Includes last quarterly payment for school year 1924–25 not received until after July 31, 1925 and excludes 60 per cent of last quarterly payment for year 1925–26 which was received after July 31, 1926.

County	Last Payment 1925 Included	60% Last Payment 1926 Excluded
Allegany	$26,264.87	$15,322.04
Anne Arundel	14,720.08	9,268.90
Baltimore	29,797.98	20,344.28
Calvert	4,281.15	2,289.89
Caroline	7,674.57	4,243.12
Carroll	11,670.92	6,936.38
Cecil	8,249.16	4,907.67
Charles	7,693.81	3,889.23
Dorchester	10,282.64	5,843.64
Frederick	$19,092.14	$11,245.93
Garrett	9,333.80	5,493.95
Harford	10,152.69	5,734.82
Howard	6,155.29	3,561.70
Kent	5,516.30	3,121.02
Montgomery	18,110.44	8,463.81
Prince George's	18,840.45	11,860.94
Queen Anne's	6,191.23	3,374.95
St. Mary's	7,374.71	3,756.89
Somerset	$9,920.02	$5,531.35
Talbot	6,736.66	3,810.55
Washington	22,578.18	13,533.61
Wicomico	10,537.64	6,605.43
Worcester	8,997.15	5,168.70
Total Counties	275,171.88	164,308.65
Baltimore City	217,328.12	131,191.35
Total State	$492,500.00	$295,500.00

TABLE XIX

Receipts From All Sources for the Year Ending July 31, 1926

COUNTY	Balance Aug. 1, 1925	State	County School Tax	Sales of Bonds with Balance due on Bond Proceeds	License and Special Taxes	Tuition Fees from Adjoining Counties and Baltimore City	Tuition Fees from Patrons or Pupils	Interest on Deposits	Sale of Property	Other Sources	Borrowed	Total Receipts
Allegany	$*332,251 59	$o170,501.47	$600,642.00	$82,568.43	......	......	$280 00	$1,220.81	$1,208.00	a$6,147.52	......	$1,191,822.82
Anne Arundel	b21,681 17	o101,178.20	368,460.57	c33,112.67	$ 1,731.55	$ 1,100.40	......	d2,533.38	1,684.75	ef24,908.26	21,750 00	538,078 31
Baltimore	*343,089.95	o200,580 11	902,383.00	1,029,909 08	95 00	6,356 75	1,917 32	16,185 06	1,111.50	f12,104 74	......	2,513,732 51
Calvert	186 23	o51,785.16	33,536.38	c21,122 33	796.76	......	......	150 20	2,878.83	g2,050.53	......	112,806.42
Caroline	1,658 89	o84,314.31	120,267.30	c71,659 00	......	h3,586.82	54.00	......	2,921 00	f941.85	......	285,381.21
Carroll	1,672.73	o117,018 43	302,397.59	......	20.00	5,076.61	385.00	......	1,224 08	3,313.28	......	131,107.72
Cecil	9,809.93	o68,419.39	160,412.00	c35,306 92	66,50	......	700.00	1,327.56	......	1,690.92	......	277,733.22
Charles	6,794 20	o60,853 29	55,816.45	......	348.00	183.60	......	304 54	......	kf13,730.92	......	138,031 00
Dorchester	85.37	o107,740 19	137,074 00	......	3,525.60	351.69	......	204.78	1,276.30	454.87	7,500.00	258,212.80
Frederick	23,426 78	o134,135 13	341,000.00	c133,785.03	......	501 62	20.00	5,764.29	2,805.08	8,171.66	12,100 00	661,709 59
Garrett	7,952.07	o160,137.43	l193,789.75	......	......	166.05	90.00	716 36	13.95	f669.65	......	363,535 26
Harford	22,014 35	o80,409.10	191,311.00	......	930.00	590.95	3,035.33	541 48	2,152.92	5,879.80	4,000.00	310,864 93
Howard	*2,990.06	o19,709.28	94,800 00	......	......	1,768.22	599.00	114.95	3,444.36	2,310.76	3,800.00	159,536.63
Kent	2,741 21	o39,530.22	118,158.00	......	1,199 89	2,212.99	439.76	84 30	127.95	454.08	......	164,951.40
Montgomery	1,904 62	o101,712 43	169,127.00	......	......	......	......	......	1,231.63	f4,250.08	15,000.00	593,225.76
Prince George's	*251,631 94	o176,784.58	321,000.00	......	......	4,422.51	......	3,816 60	5,439.00	fm4,437.33	......	767,531.96
Queen Anne's	797.53	o63,753.10	104,084.36	......	1,323.89	2,312.07	......	......	700.00	1,208.20	......	177,179.15
St. Mary's	10,102.33	o16,414.22	54,332.50	......	1,414.24	......	......	......	44.40	255.00	......	112,562 69
Somerset	2,308 37	o116,343.77	106,920.00	......	1,931.63	......	......	106 13	339 24	881 57	......	228,830.71
Talbot	480.91	o55,868.02	125,985.00	......	726 76	256.64	......	......	1,146.68	1,282 13	2,500 00	188,246.14
Washington	b20,097 82	o142,425 57	394,742.00	c315,701.10	......	965.14	......	7,160 70	1,953.45	1,554 01	......	844,404.15
Wicomico	......	o135,776 49	162,491.75	......	760 33	772.31	440.25	......	379 21	3,249.02	......	303,869.36
Worcester	......	o93,873.09	153,102.37	......	......	......	647 73	......	385.69	170.90	......	248,479.78
Total Counties	$980,403.84	$o2,359,262.98	$ 5,511,833.02	$1,723,464.56	$14,870 15	$30,624 37	$ 8,608.39	$40,231 14	$32,468.02	f$103,417.08	$69,650 00	$10,874,833.55
Baltimore City	n	o1,143,030 64	p7,938 783.56	q3,249,300.84	......	......	17,307.46	......	4,461.62	......	......	p12,352,884.12
Total State	$980,403 84	$o3,502,293.62	$p13,450,616.58	$4,972,765.40	$14,870 15	$30,624.37	$25,915.85	$40,231.14	$36,929.64	$f103,417.08	$69,650.00	$p23,227,717.67

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* Includes balance on hand from bond issues. a Includes $5,666.84 for materials sold. b Overdraft. c Balance on hand from bond issue.

d Includes $2,411.08 accumulated interest from Sinking Funds.

e Includes $6,000 gift from Baldwin's; $3,200 from insurance; $5,100 from Rosenwald fund; $8,000 from Baltimore City.

f Excludes following payments by patrons for transportation of high school pupils: Anne Arundel, $2,024.40; Baltimore, $6,860.85; Caroline, $1,460.75; Charles, $647.00; Garrett, $1,840.48; Montgomery, $4,342.95; Prince George's, $660.00; Total, $17,836.43.

g Includes $1,140.28 paid into building funds from general funds. h Includes $1,821.61 from tuition fees for 1924-25, not paid until 1925-26.

k Includes $12,467.37 from Federal Government for Indian Head School. l Includes $79,118.89 for loans from Garrett National Bank.

m Includes $3,100 from Rosenwald Fund. n Baltimore City and County have budgets made for the calendar year. For Baltimore City no balance on hand is included.

o See note * applying to first column of Table 292.

p Obtained from disbursements by Board of School Commissioners, Health Department, City Librarian, City Register, Inspector of Buildings, etc. Excludes $92,851.58 spent for training teachers at Towson Normal School and colored training school. q Expended by Public Improvement Commission.

TABLE XX

Disbursements for Year Ending July 31, 1926.

COUNTY	General Control	Instruction	Operation	Maintenance (Excludes Rent)	Auxiliary Agencies	Fixed Charges Including Rent	Tuition to Adjoining Counties	Total Current Expense	Debt Service	Capital Outlay	Total Disburse-ments	Balance July 31, 1926	Grand Total
Allegany	$19,151.30	$634,705.21	$58,833.24	$23,970.87	$29,875.13	$11,425.56	$144.00	$778,105.31	....	$375,951.64	$1,154,056.95	$40,765.87	$1,194,822.82
Anne Arundel	12,168.37	289,607.50	29,942,20	8,160.93	*a*46,652.09	5,410.48	893.38	*a*392,834.95	$62,410.47	77,635.64	*a*532,881.06	*b*5,197.25	*a*538,078.31
Baltimore	28,581.36	784,003.32	74,170.90	24,220.06	*a*58,289.85	10,809.23	2,690.25	*a*982,764.97	94,954.17	860,375.67	*a*1,938,094.81	575,637.70	*a*2,513,732.51
Calvert	5,285.54	61,367.67	4,181.18	2,093.07	7,470.87	510.79	....	80,909.12	1,114.59	26,996.62	109,020.33	3,786.09	112,806.42
Caroline	9,129.32	144,512.41	20,755.47	4,950.60	*a*12,638.44	1,116.55	1,567.40	*a*194,670.19	11,192.98	79,269.73	*a*285,132.90	248.34	*a*285,381.24
Carroll	13,650.69	*319,923 63	*26,152.65	*12,321.66	*11,006.05	3,546.25	1,409.49	388,010.42	243.45	41,382.53	429,636.40	1,471.32	431,107.72
Cecil	8,663.45	183,190.63	16,589.31	5,820.72	7,581.10	1,284.93	420.00	223,550.14	....	34,063.46	257,613.60	20,119.62	277,733.22
Charles	5,087.88	97,401.30	5,860.34	3,647.65	*a*6,005.68	305.88	1,542.67	*a*119,851.40	....	5,218.15	*a*125,069.55	12,961.45	*a*138,031.00
Dorchester	9,931.48	183,753.86	12,415.28	10,885.64	21,302.51	1,458.57	1,972.67	241,720.01	15,292.38	978.60	257,990.99	221.81	258,212.80
Frederick	10,618.10	394,456.14	35,270.06	12,141.85	9,572.38	3,166.91	3,815.00	469,040.44	14,384.75	84,629.65	568,054.84	93,654.75	661,709.59
Garrett	11,939.60	227,736.90	16,172.63	12,285.51	*a*4,434.62	3,497.18	252.50	*a*276,318.94	57,176.82	29,824.21	*a*363,319.97	215.29	*a*363,535.26
Harford	8,634.55	211,943.64	19,654.12	5,877.36	2,229.98	1,691.30	386.54	250,417.49	8,374.93	48,070.77	306,863.19	4,001.74	310,864.93
Howard	5,631.40	108,827.42	9,737.42	2,424.73	8,601.84	745.13	3,852.66	139,820.60	6,366.71	12,226.88	158,414.19	1,122.44	159,536.63
Kent	8,186.30	118,999.88	13,313.04	6,408.77	10,137.48	832.93	....	157,878.40	4,035.33	535.98	162,449.71	2,501.69	164,951.40
Montgomery	15,541.18	276,414.43	30,716.53	19,556.82	*a*25,160.27	5,003.00	....	*a*372,392.23	220.50	217,994.56	*a*590,607.29	2,618.47	*a*593,225.76
Prince George's	12,954.88	340,588.10	35,523.17	33,615.61	*a*17,861.34	371.25	183.60	*a*441,097.95	5,820.04	319,840.55	*a*766,758.54	773.42	*a*767,531.96
Queen Anne's	7,056.36	127,290.48	9,965.44	1,273.23	15,997.57	2,676.96	2,702.10	166,962.14	5,555.00	4,309.54	176,826.68	352.47	177,179.15
St. Mary's	7,186.07	76,719.29	4,001.21	3,577.04	543.68	1,122.00	....	93,149.29	134.00	9,736.20	103,019.49	9,543.20	112,562.69
Somerset	9,499.10	155,433.53	10,104.11	2,872.75	11,635.16	2,207.50	....	191,752.15	23,477.15	12,771.61	228,000.91	829.80	228,830.71
Talbot	8,617.59	132.297.86	15,152.30	6,434.66	16,561.00	1,146.33	2,084.86	182,294.60	762.50	4,676.02	187,733.12	513.02	188,246.14
Washington	13,301.21	431,065.19	34,849.18	14,451.69	12,414.81	6,254.25	94.85	512,431.18	....	290,594.64	803,025.82	41,378.33	844,404.15
Wicomico	10,097.67	213,613.36	19,298.61	17,355.23	12,267.49	2,287.19	....	274,919.55	26.67	28,536.03	303,482.25	387.11	303,869.36
Worcester	7,749.14	161,724.11	14,057.83	7,925.82	19,172.40	951.57	677.31	212,258.18	8,150.62	37,126.41	257,535.21	*c*9,055.43	248,479.78
Total Counties	$248,662.54	$5,675,575.86	$516,716.22	$242,272.27	*a*$367,411.74	$67,821.74	$24,689.28	*a*$7,143,149.65	$319,693.06	$2,602,745.09	*a*$10,065,587.80	$809,245.75	*ae*$10,874,833.55
Baltimore City	*d*242,158.12	*e*5,748,554.84	*e*675,244.52	*ef*483,192.63	*eg*380,910.64	*h*36,215.51	1,660.00	*e*7,567,936.26	*k*1,300,181.00	3,484,766.86	*e*12,352,884.12	*n*	*e*12,352,884.12
Total State	$490,820.66	$*e*11,424,130.70	$*e*1,191.960.74	$*e*725,464.90	$*ae*748,322.38	$104,037.25	$26,349.28	*ae*$14,711,085.91	$1,619,874.06	$6,087,511.95	$22,418,471.92	$809,245.75	$*ae*23,227.717.67

a Excludes following amounts paid by patrons for transportation of high school pupils: Anne Arundel, $2,024.40; Baltimore, $6,860.85; Caroline, $1,460.75; Charles, $647.00; Garrett, $1,840.48; Montgomery, $4.342.95; Prince George's, $660.00; Total, $17,836.43.

b Balance of $5,197.25 is obtained from a balance in bond issue funds of $17,819.48 and an overdraft in general funds of $12,622.23.

c Overdraft.

d Includes expenditures of City Librarian totalling $6,415.41 and of inspector of buildings totalling $31,312.33.

e Excludes following expenditures for training of teachers: Towson normal school instruction, $63,954.09. Colored teacher training instruction, $28,712.31; operation, $9.10; maintenance, $116.82; auxiliary agencies, $59.27. Total, $92,851.58.

f Includes expenditures of Inspector of Buildings, totalling $339,477.63.

g Includes estimated expenditures of Department of Health for public school pupils, totalling $180,617.71; $81,157.48 for evening schools and the balance for other activities.

h Kncludes $15,000 for insurance, $10,000 for pensions.

k Includes expenditures of City Register.

m Includes $3,215,130.85 spent by the Public Improvement Commission.

n Since appropriations in Baltimore City are made for the calendar year, no attempt to show the balance available has been made.

TABLE XXI

Disbursements for General Control for the Year Ending July 31, 1926.

COUNTY	Office Expenses	Printing and Advertising	Board Member's Expenses	Legal Services	Salary of Superintendent	Traveling Expenses of Superintendent	Salary of Assistant Superintendent	Traveling Expenses of Assistant Superintendent	Salary of Clerks	Salary of Attendance Officer	Traveling Expenses of Attendance Officer	Other Costs of Control	Total General Control
Allegany	$3,692 76	$973,86	$300.00	$375.00	$6,000 00	$663 27	....	....	$4,100 00	$1,200.00	$400.00	$1,446 41	$19,151 30
Anne Arundel	604 75	607 24	504 18	325.00	4,140 00	622 00	....	....	2,258.00	1,200.00	350.00	1,557 20	12,168 37
Baltimore	5,134 12	1,246 59	600.00	689.43	6,000 00	500 00	4,000.00	300 00	4,931.24	1,916.67	295.19	2,968 12	28,581 36
Calvert	149 25	128 56	300 00	78.50	3,000.00	450.00	....	....	1,090.00	....	....	89.23	5,285 54
Caroline	945 62	305.73	300.00	150.00	2,940.00	335.23	....	....	1,200.00	1,200.00	417.92	1,334.82	9,129 32
Carroll	925.91	1,123 62	600.00	570.00	5,000 00	349 67	....	....	2,665 00	1,666.67	100.72	649.10	13,650 69
Cecil	425 23	81 50	750.00	96 30	3,540.00	475.10	....	....	1,200.00	1,200.00	499.30	396.02	8,663.45
Charles	208.78	315.00	300.00	198 20	2,500.00	500.00	....	....	1,000.00	....	....	65 90	5,087.88
Dorchester	1,394 81	246 67	600.00	....	3,540 00	350.00	1,500.00	....	900.00	1,200.00	200.00	....	9,931 48
Frederick	1,216 41	642.33	600.00	20.00	3,540 00	290.93	....	....	2,300.00	1,500 00	247.71	260 72	10,618 10
Garrett	1,223.36	1,085 61	300 00	125.00	4,140.00	373.06	....	....	2,478.00	1,200 00	245.21	769.36	11,939 60
Harford	655 85	378 25	300.00	167.50	3,540.00	404.05	....	....	1,350.00	1,200 00	502.17	136.73	8,634.55
Howard	550 98	307 75	300.00	....	2,940.00	240 29	....	....	1,200.00	....	....	92.38	5,631.40
Kent	883 58	358 50	300.00	51.50	2,940.00	500.00	....	....	1,154.59	1.200.00	450.00	348 13	8,186.30
Montgomery	1,518 40	662.01	600 00	306.50	4,140.00	250.00	2,500.00	450 00	2,358.49	1.200.00	387.36	1,168 42	15,541 18
Prince George's	871 28	217.01	600 00	150.00	4,640 00	658.45	....	....	2,800 00	1,500.00	394.36	1,123.78	12,954.88
Queen Anne's	234 73	....	300 00	75.00	4,000.00	123 31	....	....	1,100.00	1,100.00	123.32	....	7,056.36
St. Mary's	356 90	165 98	300.00	....	2,940.00	155 86	....	....	1,440.00	1,200.00	311 00	316.33	7,186.07
Somerset	456 98	655.28	600.00	....	3,500.00	384 16	....	....	1,320.00	1,500 00	535.91	546.77	9,499.10
Talbot	973 14	275.09	291.68	50.00	3,500.00	441 92	....	....	1,200.00	1,400.00	294.60	191.16	8,617.59
Washington	1,579 92	1,114.97	600.00	400.00	4,800.00	249.96	....	....	2,000.00	2,099.88	358.80	97.68	13,301.21
Wicomico	914.08	430.95	300.00	190.00	3,940.00	458.20	....	....	1,420.00	1,900.00	340.70	203,74	10,097.67
Worcester	575.38	219.88	300.00	249.00	2,940.00	217.58	....	....	1,400 00	1,400.00	194.52	252 78	7,749 14
Total Counties	$25,492 22	$11,542.38	$9,945 86	$4,266.93	$88,160.00	$8,993 04	$ 8,000.00	$ 750.00	$42,865.32	$27,983.22	$6,648.79	$14,014.78	$248,662.54
Baltimore City	60,556.84	a9,838.24	....	....	8,421.84	498.84	50,433.88	5,249.40	23,085.16	25,494 04	2,138.66	b56,441.22	242,158.12
Total State	$86,049.06	$21,380.62	$9,945.86	$4,266.93	$96,581.84	$9,491.88	$58,433.88	$5,999.40	$65,950.48	$53,477 26	$8,787.45	$70,456.00	$490,820.66

a Includes $6,415.41 spent by the City Librarian for printing.
b Includes $31,312.33 spent by Inspector of Buildings in repairing Administration Building

TABLE XXII

Disbursements for Instructional Service and Operation of Schools for the Year Ending July 31, 1926.

COUNTY	INSTRUCTIONAL SERVICE								OPERATION OF SCHOOL PLANT				
	Salaries of Supervising and Helping Teachers	Traveling Expenses of Supervising and Helping Teachers	Other Expenses of Supervision	Teachers' Salaries Day Schools	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Instruction	Janitors' Wages	Janitors' Supplies	Fuel	Other Costs of Operation	Total Cost of Operation
Allegany	$ 12,260.00	$ 2,528.55	....	$558,600.86	$27,651.00	$17,702.52	$15,962.28	$634,705.21	$33,882.00	$3,397.04	$15,693.12	$5,861.08	$58,833.24
Anne Arundel	5,800.00	917.65	348.48	259,448.01	14,413.60	4,148.61	4,531.15	289,607.50	13,056.90	1,261.38	13,490.06	2,133.86	29,942.20
Baltimore	15,501.87	2,071.95	2,415.29	713,605.73	29,477.58	13,114.41	7,816.49	784,003.32	37,467.14	3,323.58	22,984.92	10,395.26	74,170.90
Calvert	2,540.00	560.00	137.03	55,337.96	1,793.99	770.48	228.21	61,367.67	939.25	319.69	2,889.46	32.78	4,181.18
Caroline	2,820.00	822.00	435.09	131,514.64	4,527.97	2,841.01	1,551.70	144,512.41	4,256.10	445,42	15,197.82	856.13	20,755.47
Carroll	7,370.00	729.70	397.79	290,065.96	9,475.12	9,486.81	2,398.25	319,923.63	7,381.26	953.94	15,704.78	2,112.67	26,152.65
Cecil	2,575.00	533.68	22.95	170,718.04	6,035.90	1,871.33	1,433.73	183,190.63	4,371.51	489.59	10,669.79	1,058.42	16,589.31
Charles	2,050.00	369.16	21.04	90,127.59	3,290.16	671.40	871.95	97,401.30	3,046.79	444.02	2,369.53	....	5,860.34
Dorchester	4,380.00	1,027.78	420.55	163,435.09	9,899.28	2,875.93	1,715.23	183,753.86	3,272.36	714.94	7,439.87	988.11	12,415.28
Frederick	9,233.00	1,106.06	284.95	359,806.60	14,755.07	3,743.65	5,526.81	394,456.14	12,587.75	976.15	18,816.04	2,890.12	35,270.06
Garrett	7,560.00	2,416.36	1,706.84	201,993.56	8,853.38	2,919.98	2,286.78	227,736.90	9,330.17	822.52	5,245.86	774.08	16,172.63
Harford	5,140.00	1,188.79	....	195,562.20	6,716.49	1,932.26	1,403.90	211,943.64	6,785.88	333.12	11,153.84	1,381.28	19,654.12
Howard	2,976.00	507.17	....	98,471.62	4,896.07	918.05	1,058.51	108,827.42	3,836.43	411.84	4,820.56	668.59	9,737.42
Kent	3,210.00	750.00	25.10	105,698.71	5,593.49	1,749.97	1,972.61	118,999.88	4,609.50	211.24	7,461.80	1,030.50	13,313.04
Montgomery	a6,900.00	a975.00	....	246,642.20	12,625.74	5,785.02	3,486.47	276,414.43	13,927.36	1,692.51	14,220.51	876.15	30,716.53
Prince George's	5,280.00	856.90	71.55	312,840.80	16,168.67	3,158.43	2,211.75	340,588.10	17,131.15	1,342.86	15,564.29	1,484.87	35,523.17
Queen Anne's	3,853.26	790.27	......	114,989.77	2,481.97	1,847.58	3,327.63	127,290.48	3,675.50	143.10	5,606.18	540.66	9,965.44
St. Mary's	2,840.00	684.92	66.35	66,933.53	3,878.98	917.66	1,397.85	76,719.29	618.25	338.18	3,018.66	26.12	4,001.21
Somerset	2,544.70	435.38	95.69	141,087.84	7,398.45	1,597.05	2,274.42	155,433.53	3,870.00	424.63	4,495.28	1,314.20	10,104.11
Talbot	3,360.00	482.90	105.57	119,855.69	4,952.67	1,879.74	1,661.29	132,297.86	2,952.26	455.29	10,878.75	866.00	15,152.30
Washington	7,165.00	423.32	....	398,952.91	16,083.34	2,053.99	6,386.63	431,065.19	14,004.58	1,268.90	15,360.42	4,215.28	34,849.18
Wicomico	5,880.00	1,440.75	154.25	194,682.00	6,953.76	2,227.31	2,275.29	213,613.36	5,937.39	915.12	11,465.46	980.64	19,298.61
Worcester	3,040.00	418.65	364.82	148,262.55	5,817.50	2,044.70	1,775.89	161,724.11	4,855.01	499.18	8,520.87	182.77	14,057.83
Total Counties	$124,278.83	$22,036.94	$7,078.34	$ 5,138,633.86	$223,740.18	$ 86,257.89	$73,554.82	$ 5,675,575.86	$211,794.54	$21,184.24	$243,067.87	$ 40,669.57	$ 516,716.22
Baltimore City	65,185.03	2,068.14	....	bc5,416,740.31	c140,366.14	c105,230.47	bc18,964.75	bc5,748,554.84	445,141.49	d17,450.64	129,447.64	83,204.75	d675,244.52
Total State	$189,463.86	$24,105.08	$7,073.34	$10,555,374.17	$364,106.32	$191,488.36	$92,519.57	$11,424,130.70	$656,936.03	$33,634.88	$372,515.51	$123,874.32	$1,191,960.74

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a Includes $1,200 toward the salary and $170.10 toward the travelling expenses of the high school principal who acted as supervisor of high schools.
b Excludes $44,155 for salaries and $19,799.08 for other costs of instruction, a total of $63,954.08, connected with training white teachers at the Maryland State Normal School at Towson.
c Excludes following expenditures for training colored teachers: salaries, $27,844.89; text books, $617.76; materials, $120.69; other costs of instruction, $128.97; total $28,712.31.
d Excludes $9.10 for training school for colored teachers.

TABLE XXIII

Disbursements for Maintenance, Auxiliary Agencies and Fixed Charges for the Year Ending July 31, 1926.

COUNTY	MAINTENANCE				AUXILIARY AGENCIES						FIXED CHARGES				
	Repairs of Buildings and Upkeep of Grounds	Repairs and Replacement of Equipment	Other Costs of Maintenance not including Rent	Total for Maintenance	School Libraries	Health Services	Transportation of Pupils	Community Activities	Other Auxiliary Agencies	Total Auxiliary Agencies	Insurance	Rent	Contributions and Contingencies	Other Fixed Charges	Total Fixed Charges
Allegany	$15,180.92	$5,196.96	$8,592.99	$23,970.87	$500.00	$309.00	21,101.57	.....	$4,964 56	$29,875 13	$11.289.56	$76 00	$60 00		$11,125 56
An.Arun.	5,195.26	1,272 21	1,693 46	8,160.93	175.87	2,264 19	a37,449.46	f1,304.00	f5,459.07	a46,652.09	2,087 13	472 00	2,286 35	$565 00	5,410 18
Balto....	15,866.46	7,427.08	926.52	24,220.06	250.00	11,677 29	a44,715.38	776.22	870.96	a58,289 85	8,711 23	2,013 00	85 00	.	10,809 23
Calvert..	1,838.93	254.14	.....	2,093 07	62.47	300.00	7,061.45	9 08	37.87	7,470 87	415 79	9 00	25 00	61 00	510 79
Caroline.	3,535.12	1,415 48	.....	4,950.60	376.01	471.82	a11,567.70	.....	222.91	a12,638 44	1,091 55		25 00	..	1,116 55
Carroll..	3,382.70	2,251 44	6,687.52	12,321 66	130 46	2,282 55	7,651.23	22.25	619.56	11,006 05	3,502 35			43 90	3,546 25
Cecil....	4,866.25	954.47	...	5,820.72	110 00	....	7,300.50	149 60	21.00	7,581 10	1,118 93	136 00	30 00		1,281 93
Charles..	3,137.29	510.36	..	3,647.65	.....	.....	a5,903.00	25.78	76.90	a6,005.68	147 63	127 00	31 25		305 88
Dorch'er	6,477.57	3,951.72	456.35	10,885.64	132 04	...	21,012 06	.....	158.41	21,302.51	609 87	823 50	.	25 20	1,458 57
Freder'k.	8,733 11	3,025.64	383.10	12,141 85	375 00	..	8,313.05	23.50	860.83	9,572.38	3,023 91	32 00	111 00	..	3,166 91
Garrett..	6,588 22	5,654 24	43 05	12,285 51	944.58	35.55	a3,276.27	4.75	173.47	a4,434.62	1,879 76	1,617 42	..	.	3,197 18
Harford.	2,491 49	3,372.37	13.50	5,877 36	280 00	5.00	1,319 68	625.30	.....	2,229.98	1,338 77	98.00	20 00	234 53	1,691 30
Howard.	2,002.24	422 49	..	2,424.73	10.00	.....	8,512.04	79.80	.....	8,601.84	509 63	211.00	24 50	.	745 13
Kent....	3,003 17	3,232 75	172.85	6,408.77	469.22	31.25	9,183.64	.....	453.37	10,137.48	807.93	.....	25 00		832 93
Montg'y	16,421 42	3,135 40	.....	19,556.82	333 62	4,272.82	a19,084 23	310.60	b1,159.00	a25,160.27	4,404 15	558.85	10 00	....	5,003 00
Pr. Geo's	26,523.14	7,092.47	.....	33,615.61	280.84	2,018.62	a15,147.48	414.40	.....	a17,861.34	.....	307 50	63 75	....	371 25
Qu. An's.	629 49	565.16	78.58	1,273 23	975.88	156.63	14,302.38	.....	562.68	15,997.57	1,741.94	....	329 89	605 13	2,676.96
St. M'y's	2,277.59	1,299.45	.....	3,577.04	.....	.	.....	.....	543.68	543 68	.....	1,122 00			1,122 00
Somerset	2,278.39	535.72	58.64	2,872 75	480.00	.....	10,747.00	55.50	352.66	11,635.16	1,394.50	813 00		..	2,207 50
Talbot..	3,365.29	3,069.37	....	6,434 66	304.22	40.03	16,016.25	200.50	.....	16,561.00	330.28	10 00	227 78	518 27	1,146 33
Wash'g'n	8,515.32	5,936.37	.....	14,451.69	460.70	650.32	11,139.10	.....	164.69	12,414.81	4,636.42	1,617 83		.	6,254 25
Wicom..	12,962.76	4,351.74	40.73	17,355.23	1,041.21	93.45	10,432.50	642.01	58.32	12,267.49	1,017.77	1,075 00	25.00	169 12	2,287.19
Worc'ter	5,182 99	2,742.83	.....	7,925.82	100.00	25.05	18,258.65	788.70	.....	19,172.40	508.32	407 50	35.75	.....	951.57
Total Co't's.	160,455 12	$67,669 86	$14,147.29	$242,272.27	$8,091 62	$24,633.57	a$312,494.62	$5,431.99	$b16,759.94	$ab367,411.74	$50,567 42	$11,556 60	$3,115 27	$2,252 15	$67,821.74
Balto. City..	c339,477 63	d117,319 03	d26,395 97	cd483,192 63	d2,922 36	e180,617.71	2,338.08	f103,448.92	g91,583.57	defg380,910.64	h15,000 00	11,215 51	10,000 00	. .	36,215.51
Total State..	$499,932 75	$184,988 89	$40,543 26	$725,461 90	$11,013 98	$205,251 28	$314,832.70	$108,880.91	$108,348.51	$748,322.38	$65,567 42	$22,772 11	$13,115 27	$2,252 45	$104,037.25

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a Excludes following expenditures by patrons for transportation of high school pupils: Anne Arundel, $2,024.40; Baltimore, $6,860.85; Caroline, $1,460.75; Charles, $647.00; Garrett, $1,840.48; Montgomery, $4,342.95 Prince George's, $660.00; Total, $17,836.43.

b Includes scholarships to normal school as follows: Anne Arundel, $800.00; Montgomery, $1,159.00.

c Includes $339,477.63 expended by Inspector of Buildings.

d Excludes following expenditures for training school for colored teachers: Repair of Equipment, $66.25; Other Maintenanace Costs, $50.57; Total, $116.82. School Libraries, $59.27.

e Estimated expenditures by Department of Health.

f Includes expenditures for evening schools in Anne Arundel aggregating $1,004 and in Baltimore City totalling $81,157.48 and for Americanization in Baltimore City $22,291.44.

g Includes expenditures for Parental schools, $26,251.15; summer schools, $24,326.25; school lunches, $10,190.12; athletics, $8,053.75; school gardens, $6,854.60; music, $1,977.22.

h Estimated.

TABLE XXIV

Disbursements for Debt Service and Capital Outlay for the Year Ending July 31, 1926.

COUNTY	Tuition Fees to Adjoining Counties	DEBT SERVICE					CAPITAL OUTLAY					
		Short Term Loans from Previous Year	Interest on Short Term Loans	Payments on Bonded Indebtedness	Interest on Bonded Indebtedness	Total Debt Service	Land	New Buildings and Equipment	Alterations of Old Buildings	Equipment of Old Buildings	Other Capital Outlay	Total Capital Outlay
Allegany	$144.00			†	†	†		$365,902.91	$7,922.36		$2,126.37	$375,951.64
Anne Arundel	893.38	$20,000.00	$2,239.42	$17,999.37	$22,171.68	$62,410.47	$396.00	70,425.22	200.00	$3,367.26	3,247.16	77,635.64
Baltimore	2,690.25			11,666.67	83,287.50	94,954.17	15,023.54	832,553.79	1,100.88	11,697.46		860,375.67
Calvert		1,106.26	8.33	†	†	1,114.59	119.25	26,671.37	25.50		100.50	26,996.62
Caroline	1,567.40	11,000.00	192.98	†	†	11,192.98	2.25	78,094.93	812.59	359.96		79,269.73
Carroll	1,409.49		243.45	†	†	243.45	1,645.00	26,150.40	9,190.80	3,863.93	532.40	41,382.53
Cecil	*a*420.00			†	†		1,000.00	28,764.24	1,951.53	2,347.69		34,063.46
Charles	1,542.67							4,703.35	431.58	83.22		5,218.15
Dorchester	1,972.67	15,000.00	292.38			15,292.38	1.75	976.85				978.60
Frederick	3,815.00	14,000.00	384.75	†	†	14,384.75	3,156.25	77,131.25	1,872.95	2,469.20		84,629.65
Garrett	252.50	54,316.63	2,860.19			57,176.82	4,109.90	25,714.31				29,824.21
Harford	386.54	8,000.00	374.93	†	†	8,374.93	4,256.60	41,346.07	314.15	2,153.95		48,070.77
Howard	3,852.66	6,000.00	366.71	†	†	6,366.71		10,857.27	720.13	627.89	21.59	12,226.88
Kent		4,000.00	35.33			4,035.33		142.56	128.80	264.62		535.98
Montgomery			220.50	†	†	220.50	13,219.67	202,035.68		2,739.21		217,994.56
Prince George's	183.60			1,745.04	4,075.00	5,820.04	7,176.27	310,610.07		454.45	1,599.76	319,840.55
Queen Anne's	2,702.10	5,500.00	55.00			5,555.00	11.75		3,363.14	934.65		4,309.54
St. Mary's			134.00			134.00		8,339.77	1,298.74	97.69		9,736.20
Somerset		19,410.00	4,067.15			23,477.15	320.50	9,650.20	942.40	1,858.51		12,771.61
Talbot	2,084.86		762.50			762.50	300.50	3,606.50		769.02		4,676.02
Washington	94.85			†	†		1.00	284,914.11	3,206.34	2,473.19		290,594.64
Wicomico			26.67			26.67	21,728.51	5,458.16	1,349.02	.34		28,536.03
Worcester	677.31	7,874.04	276.58			8,150.62	5.00	33,597.15	3,524.26			37,126.41
Total Counties	$24,689.28	$166,206.93	$12,540.87	$†31,411.08	$†109,534.18	$319,693.06	$72,553.74	$2,447,646.16	$38,355.17	$36,562.24	$7,627.78	$2,602,745.09
Baltimore City	1,660.00			*b*621,700.00	*b*678,481.00	*b*1,300,181.00	*c*34,169.99	*c*3,424,984.75		25,612.12		*c*3,484,766.86
Total State	$26,819.28	$166,206.93	$12,540.87	$†653,111.08	$†788,015.18	$1,619,874.06	$106,723.73	$5,872,630.91	$38,355.17	$62,174.36	$7,627.78	$6,087,511.95

a To State of Delaware.
b Disbursements by City Register.
c Disbursed by Public Improvement Commission except for $209,853.90 for equipment.
† Paid by County Commissioners.

TABLE XXV

Disbursements, Exclusive of General Control, in White High Schools in Counties and White Senior High Schools in Baltimore City, for Year Ending July 31, 1926.

COUNTY	No. of Teachers	Average No. Belonging	Average Attendance	Salaries	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Instruction	Operation of School Plant	Maintenance of School Plant Including Rent	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Allegany	97.2	1,898	1,809	$157,673.59	$8,634.02	$7,840.20	$7,960.88	$182,108.69	$15,278.74	$8,076.81	$5,254.17	$210,718.41	$347,669.67
Anne Arundel	33.4	735	685	50,843.03	2,670.44	1,530.71	332,48	55,376.66	4,863.09	982.26	a6,056.99	67,279.00	13,187.29
Baltimore	73.2	1,930	1,777	131,599.19	7,119,26	5,524.72	1,963.31	146,206.48	15,136.28	1,808.77	a17,827.03	180,978.56	165,355.18
Calvert	8	135	124	11,211.45	360.18	478.81	57.00	12,107.44	1,849.07	668.95	......	14,625.46	5,553.15
Caroline	27.5	537	498	39,250.00	1,243.67	1,567.49	150.00	42,211.16	5,817.87	994.31	a3,449.91	52,473.25	75,364.10
Carroll	c67.3	931	856	*101,878.31	*2,545.29	*7,402.63	*268.01	*112,094.24	*8,034.71	*4,915.34	*480.32	125,524.61	29,615.06
Cecil	34	580	535	47,899.13	1,446.20	958.62	732.92	51,036.87	4,493.28	1,001.50	1,171.23	57,702.88	18,864.06
Charles	7	193	179	11,285.00	513.32	231.03	114.97	12,144.32	1,190.68	595.23	a1,093.00	15,023.23	501.55
Dorchester	33.5	698	654	48,344.50	2,375.96	1,611.64	312.29	52,644.39	3,925.28	4,075.85	8,536.45	69,181.97	295.10
Frederick	67.1	1,447	1,349	104,584.97	4,039.53	1,845.44	1,027.65	111,497.59	7,842.94	2,108.35	2,442.35	123,891.23	44,684.88
Garrett	28	521	480	41,095.81	2,016.35	2,463.38	1,032.85	46,608.39	4,073.84	2,640.58	a3,318.79	56,641.60	12,786.37
Harford	37.2	791	713	56,808.09	1,617.20	646.64	273.39	59,345.32	5,478.73	1,525.84	60.00	66,409.89	20,592.27
Howard	20	360	320	28,737.50	1,389.18	410.54	447.65	30,984.87	2,983.22	630.74	2,119.97	36,718.80	5,105.25
Kent	19	347	312	27,035.62	1,920.99	660.90	291.98	29,909.49	3,021.33	1,550.26	4,137.00	38,618.08	251.07
Montgomery	43	909	821	b70,251.32	4,055.58	2,151.39	740.00	77,198.29	7,192.52	758.78	a3,916.23	89,065.82	31,211.19
Prince George's	52.4	1,027	939	74,088.51	3,836.65	768.83	336.57	79,030.56	7,206.03	6,200.07	a2,725.00	95,161.66	154,820.51
Queen Anne's	23	378	347	34,996.32	300.00	490.13	650.20	36,436.65	3,428.24	306.29	6,759.56	46,930.74	1,799.75
St. Mary's	d7	144	133	5,338.70	1,026.30	488.80	753.95	7,607.75	330.20	402.79	....	8,340.74	8,339.77
Somerset	28.4	578	528	39,092.51	2,026.85	925.83	408.89	42,454.08	3,320.40	1,516.92	5,962.74	53,254.14	5,208.41
Talbot	27.2	474	444	41,620.03	1,263.62	759.99	529.98	44,173.62	2,742.07	1,292.47	4,750.73	52,958.89	260.55
Washington	52.6	1,409	1,314	79,443.67	*2,451.59	1,552.44	*874.16	84,321.86	5,633.66	1,246.31	2,916.92	94,118.75	288,315.16
Wicomico	42.4	861	813	56,560.06	1,996.64	1,207.04	1,100.41	60,864.15	6,426.64	4,515.50	8,987.83	80,794.12	21,814.43
Worcester	34.0	633	588	48,371.60	1,717.30	1,222.58	501.39	51,812.87	4,309.99	2,216.93	7,818.16	66,157.95	20,866.42
Total Counties	862.4	17,516	16,218	$1,308,008.91	$56,566.12	$42,739.78	$20,860.93	$1,428,175.74	$124,578.81	$50,030.85	$99,784.38	$1,702,569.78	$1,272,461.19
Baltimore City	321	7,793	7,226	861,573.07	17,830.49	14,196.42	7,143.84	900,743.82	94,528.08	e49,256.17	f37,583.19	1,082,111.26	g208,013.90
Total State	1,183.4	25,309	23,444	$2,169,581.98	$74,396.61	$56,936.20	$28,004.77	$2,328,919.56	$219,106.89	$99,287.02	$137,367.57	$2,784,681.04	$1,480,475.09

* Estimated.

[a] Excludes following expenditures by patrons for transportation: Anne Arundel, $2,024.40; Baltimore, $6,860.85; Caroline, $1,460.75; Charles, $647.00; Garrett, $1,840.48; Montgomery, $4,342.95; Prince George's, $660.00; Total, $17,836.43

[b] Includes $1,200 of the salary of a high school principal who acted as part-time supervisor of county high schools.

[c] Carroll County employed the equivalent of 67.3 full time high school teachers for high school work. The salaries of the equivalent of 2.9 additional high school teachers who taught elementary pupils are included here so that the cost per pupil appears somewhat higher than it actually was, while the cost per elementary pupil is lower.

[d] Includes the equivalent of 2 teachers at St. Mary's Seminary and 1 at Charlotte Hall.

[e] Includes estimated expenditures of the Inspector of Buildings totalling $28,514.18.

[f] Includes $26,155.64 for instruction in evening schools, $5,802 for summer schools, $1,925.55 for music and libraries, and $3,700 spent by the health department for nurses, medical inspection, etc.

[g] Includes $195,915.06 spent by Public Improvement Commission.

TABLE XXVI

Disbursements, Exclusive of General Control, for White Elementary Schools for the Year Ending July 31, 1926

COUNTY	Number of Teachers	Average Number Belonging	Average Attendance	Salaries and Expenses of Supervision	Salaries of Teachers	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Supervision and Instruction	Operation of School Plant	Maintenance of School Plant Including Rent	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Allegany	304.7	10,463	9,583	$ 14,788.55	$ 387,360.32	$ 18,120.40	$ 9,601.14	$ 7,755.64	$ 437,626.05	$ 42,007.92	$ 15,527.99	$ 24,610.96	$ 519,772.92	$ 28,260.09
Anne Arundel	153	5,245	4,494	5,862.41	168,724.67	*8,645.05	1,998.86	*a*3,829.52	189,060.51	21,288.19	6,482.93	*b*40,306.98	257,138.61	57,310.81
Baltimore	350.6	*c*14,081	*c*12,205	20,349.11	524.995.01	20,837.39	6,395.73	*d*5,120.68	577,697.92	52,989.21	21,116.26	39,529.29	691,332.68	672,563.63
Calvert	30	831	649	2,060.47	31,696.72	*1,135.92	*239.22	159.21	35,291.54	*1,684.76	399.10	7,470.87	44,846.27	14,331.26
Caroline	76.5	2,373	2,150	2,859.19	78,009.43	2,735.10	1,016.70	1,218.38	85,838.80	12,148.12	3,060.09	8,863.53	109,910.54	2,923.76
Carroll	*e*181.2	5,038	4,259	7,936.86	180,249.82	6,585.00	1,888.99	1,922.39	198,583.06	17,094.81	6,908.99	*9,625.28	232,212.14	11,010.27
Cecil	101.3	3,217	2,763	2,548.60	110,713.48	3,982.45	707.62	650.81	118,602.96	10,560.24	4,216.73	6,179.57	139,559.50	11,164.97
Charles	64	1,538	1,277	1,119.16	57,722.77	1,370.76	385.34	522.54	61,120.57	3,594.57	2,258.90	4,886.90	71,860.94	2,855.66
Dorchester	93.3	2,902	2,478	5,308.53	90,065.48	6,011.30	718.20	*d*1,290.94	103,394.45	6,065.39	5,540.15	12,766.06	127,766.05	681.75
Frederick	233.5	7,421	6,441	9,614.41	235,512.88	10,217.46	1,748.88	4,244.34	261,337.97	24,474.50	8,734.38	5,721.31	300,268.16	39,777.66
Garrett	185.5	4,070	3,478	11,683.20	160,897.75	6,837.03	456.60	1,253.93	181,128.51	12,061.79	11,402.19	1,048.42	205,640.91	17,037.84
Harford	125	3,828	3,241	5,578.79	123,565.46	4,625.59	1,187.10	930.51	135,887.45	12,688.99	4,118.48	1,987.10	154,682.02	17,490.02
Howard	59.3	1,901	1,583	2,903.69	59,125.12	*2,860.47	448.48	550.86	65,888.62	5,896.83	1,568.80	6,466.87	79,821.12	3,812.74
Kent	58	1,546	1,357	3,140.00	61,485.78	3,301.81	416.34	1,300.63	69,644.56	7,928.04	4,108.35	5,412.17	87,093.12	284.91
Montgomery	134	4,264	3,665	5,395.38	157,099.40	8,506.94	3,080.46	2,346.47	176,428.65	21,363.59	17,981.26	*b*21,244.04	237,017.54	182,294.87
Prince George's	184	6,154	5,455	4,660.78	197,891.58	9,110.31	1,563.25	1,326.31	214,552.23	23,436.16	23,657.40	14,671.94	276,317.73	149,468.41
Queen Anne's	62	1,749	1,520	3,776.53	68,225.94	1,691.97	1,028.46	2,100.00	76,822.90	5,521.66	823.72	9,238.01	92,406.29	416.30
St. Mary's	56.5	1,404	1,146	2,455.72	46,571.43	1,478.59	246.62	515.51	51,267.87	2,465.19	3,024.28	....	56,757.34	....
Somerset	84	2,481	2,242	1,645.77	77,658.84	4,319.73	216.06	1,515.53	85,355.93	5,222.28	1,966.99	5,672.42	98,217.62	7,557.52
Talbot	55.8	1,830	1,633	2,393.55	60,505.56	2,631.44	485.50	*653.50	66,669.55	9,162.40	4,401.12	*11,738.62	91,971.69	397.56
Washington	285.7	10,413	9,163	7,588.32	309,388.99	*13,086.44	481.71	*5,235.42	335,780.88	*27,768.76	*14,582.57	9,458.93	387,591.14	2,279.48
Wicomico	108	*f*3,535	*f*3,189	6,032.56	114,635.45	3,817.10	635.23	790.76	125,911.10	10,779.25	10,904.50	2,978.75	150,573.60	4,603.86
Worcester	81.2	2,350	2,030	2,596.97	80,159.11	2,865.09	621.85	1,033.55	87,276.57	6,945.95	4,965.15	11,354.24	110,541.91	15,859.02
Total Counties	*e*3,067.1	*cf*98,634	*cf*86,001	$132,298.55	$3,382,260.99	$144,773.34	$35,568.34	$46,267.43	$3,741,168.65	$343,148.60	$177,750.33	$261,232.26	$4,523,299.84	$1,242.382.39
Baltimore City:														
Elementary	1,809	61,075	55,914	48,028.72	2,974,238.84	71,467.11	50,806.76	5,683.67	3,150,225.10	381,660.81	*g*309,887.41	*h*242,328.61	4,084,101.93	*n*187,893.11
Junior High	464	13,108	12,003	9,987.14	803,873.41	20,689.27	17,018.10	2,244.33	853,812.25	77,108.19	*g*47,752.87	*k*15,913.07	994,586.38	*o*1,217,247.75
Vocational	26	338	285	6,071.90	54,743.96	1,682.45	6,898.73	1,551.51	70,948.55	7,825.38	*g*11,978.58	*m*18,005.78	108,758.29	5,876.82
Total State	*e*5,366.1	*cf*173,155	*cf*154,203	$196,386.31	$7,215,117.20	$238,612.17	$110,291.93	$55,746.94	$7,816,154.55	$809,742.98	$547,369.19	$537,479.72	$9,710,746.44	$4,353,400.07

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* Estimated. *a* Includes $1,405.27 for extension courses. *b* Includes $800 and $1,159 for normal school scholarships in Anne Arundel and Montgomery Counties, respectively. *c* Includes 282 belonging to and 253 attending normal elementary school at Towson for whom no costs are shown. *d* Includes $1,473.97 and $400 for Teachers' Institute in Baltimore and Dorchester Counties respectively. *e* Excludes the equivalent of 2.9 full time teachers whose salaries are included on the high school sheet but who actually should be credited to the elementary schools. Costs per pupil in elementary school are therefore too low and in high school too high. *f* Includes 59 belonging to and 56 attending normal elementary school at Salisbury for whom no costs are given. *g* Includes $7,494.60 for rent of elementary schools and expenditures by inspector of buildings as follows: elementary, $228,369.22; junior high, $28,992.46; vocational, $809.15. *h* Includes $22,162.61 for evening schools; $17,005.09 for parental schools; $9,793.50 for summer schools; $7,063.67 for school lunches; $1,600 for transporting pupils; $22,291.44 for Americanization; $8,053.75 for athletics; $6,854.60 for school gardens; $197.72 for music; and $137,800.05 for activities of Department of Health. *k* Includes $1,385.32 for libraries; $38.00 for lunches; $889.75 for music; and $13,600 for activities of Department of Health. *m* Includes $17,915.28 for evening schools and $90.50 for libraries; *n* Includes $1,851,493.54 spent by the Public Improvement Commission. *o* Includes $1,114,985.11 spent by the Public Improvement Commission.

TABLE XXVII

Disbursements, Exclusive of General Control and Supervision, in White One Teacher Schools for the Year Ending July 31, 1926.

COUNTY	No. of Teachers	Average No. Belonging	Average Attendance	Salaries	Textbooks	Materials	Other Costs of Instruction	Total Cost of Instruction	Operation	Maintenance Including Rent	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Allegany	12.3	932	790	$47,385.10	$*1,323.00	$*1,720.15	$*464.29	$50,892.54	$3,217.42	$2,259.59	....	$56,369.55	$164.60
Anne Arundel	22	528	448	22,464.41	*754.46	269.14	297.97	23,785.98	1,986.00	697.09	*$836.23	27,305.30	586.20
Baltimore	32.5	1,026	862	52,707.14	*2,844.26	*530.39	*706.27	56,788.06	*3,770.64	*2,102.11	263.00	62,923.81	94.82
Calvert	22	580	450	22,703.41	*786.82	*163.59	*99.63	23,753.45	*932.95	322.75	*1,154.65	26,163.80	2,798.32
Caroline	28.	728	647	26,926.94	819.30	308.00	450.00	28,504.24	3,118.15	1,355.50	64.18	33,042.07	2,264.21
Carroll	86.7	2,216	1,839	75,590.79	*3,460.00	905.91	*1,107.13	81,063.86	7,425.58	*3,061.66	*1,295.08	92,846.18	110.98
Cecil	44.3	1,128	945	15,359.25	1,456.97	248.00	245.30	17,309.52	3,691.42	2,821.02	616.60	54,438.56	....
Charles	34	676	542	27,885.14	628.52	*166.71	*281.85	28,962.22	914.21	460.07	460.00	30,796.50	1,906.11
Dorchester	36.3	849	708	30,829.80	*1,965.91	*205.10	*502.00	33,502.81	1,169.13	1,929.70	340.97	37,242.61	7.10
Frederick	85	2.285	1,923	77,803.39	*2,464.22	*537.63	*1,332.47	82,137.71	6,962.76	4,378.83	100.00	93,579.30	2,371.64
Garrett	128.5	2,338	1,910	106,474.33	*4,819.42	*181.72	*940.86	112,416.33	5,629.95	7,631.21	591.56	126,269.05	7,429.85
Harford	13.2	1,166	956	10,539.41	*1,429.72	*212.15	291.10	42,472.38	*3,273.29	*940.66	*119.03	46,805.36	183.90
Howard	24.4	660	537	23,900.12	*903.60	234.51	73.07	25,111.30	1,751.41	734.70	10.00	27,607.41	552.40
Kent	21	398	344	19,781.71	925.17	93.23	541.61	21,341.72	1,877.26	1,053.98	*8.51	24,281.47	68.20
Montgomery	32	929	759	36,673.12	*1,597.90	587.63	*336.10	39,194.75	4,264.88	3,936.40	*888.77	48,284.80	129.16
Prince George's	31	798	686	32,591.50	1,630.45	196.80	*215.60	34,637.35	2,359.06	1,995.04	*340.42	39,331.87	623.18
Queen Anne's	28	632	533	29,798.32	625.20	387.40	807.32	31,618.24	1,327.84	325.87	1,762.82	35,034.77	127.98
St. Mary's	38.5	882	706	28,973.93	*923.83	*167.01	*370.07	30,434.84	1,695.90	1,650.84	......	33,781.58	...
Somerset	20	448	407	17,466.30	1,069.51	43.65	*353.28	18,932.74	1,152.98	484.88	240.00	20,810.60	2,462.51
Talbot	13	346	320	12,929.24	528.32	97.12	*127.44	12,682.12	*1,556.76	927.51	1,121.25	17,287.64	30.00
Washington	69	1,811	1,487	64,540.64	*3,393.01	96.60	*1,468.93	69,499.18	*4,367.55	*4,583.13	*485.57	78,935.43	...
Wicomico	40	1,117	989	41,221.31	*1,163.59	*218.24	228.60	42,831.74	2,464.58	3,411.62	815.24	49,523.18	1,843.49
Worcester	29.2	665	543	28,258.28	617.10	*128.82	*226.83	29,231.03	1,113.53	1,951.21	1,155.80	33,451.57	....
Total	950.9	23,138	19,331	$912,806.58	$36,130.28	$7,699.53	$11,467.72	$968,104.11	$66,323.25	$49,015.37	$12,669.68	$1,096,112.41	$23,754.65
Cost per Pupil belonging	....	....	......	$39.45	$1.56	$.33	$.50	$41.84	$2.87	$2.12	$.55	$47.38	$1.03
Cost per Pupil attending	....	......	......	$47.22	$1.87	$.10	$.59	$50.08	$3.43	$2.54	$.65	$56.70	$1.23

*Estimated.

TABLE XXVIII

Disbursements, Exclusive of General Control and Supervision, in White Two-Teacher Elementary Schools for Year Ending July 31, 1926

COUNTY	No. of Teachers	Average No. Belonging	Average Attendance	Salaries	Textbooks	Materials	Other Costs of Instruction	Total Cost of Instruction	Operation	Maintenance Including Rent	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Allegany	28	844	764	$36,507.74	$*1,558.00	$*1,233.00	$*792.67	$40,091.41	$2,184.94	$1,534.01	$20.00	$43,830.36	$91.73
Anne Arundel	22	648	553	24,360.62	*976.21	*317.50	*404.89	26,059.22	3,455.26	1,400.76	*4,375.13	35,290.37	9,175.77
Baltimore	63.7	2,198	1,877	97,761.29	*4,133.90	*977.25	*1,161.95	104,034.39	*7,856.36	*4,176.60	8,237.79	124,305.14	4,113.00
Calvert	4	85	69	4,281.38	*85.81	*26.81	*28.24	4,422.24	*296.06	16.35	1,211.64	5,946.29	4,399.67
Caroline	10	279	250	9,324.63	311.80	110.00	150.00	9,896.43	1,639.43	316.83	1,039.06	12,891.75	24.00
Carroll	22	620	514	22,991.45	*800.00	312.30	*217.63	24,321.38	1,725.09	*1,236.00	*964.49	28,246.96	10,440.85
Cecil	18	566	499	20,045.75	715.26	124.48	212.85	21,098.34	1,602.68	719.43	1,822.00	25,242.45	12.00
Charles	16	426	362	14,079.80	377.20	*113.27	*145.09	14,715.36	448.16	519.71	866.90	16,550.13	900.00
Dorchester	16	474	386	14,687.56	*990.28	*115.60	*221.00	16,014.44	984.84	1,134.60	3,240.08	21,373.96	....
Frederick	52	1,643	1,394	52,308.50	*3,025.12	*360.08	*782.63	56,476.33	5,623.88	2,021.12	1,790.87	65,912.20	14,956.11
Garrett	26	690	610	23,461.16	*1,244.26	*70.06	*105.97	24,881.45	2,009.75	1,328.04	99.58	28,318.82	8,331.49
Harford	32	978	812	31,288.70	*1,054.52	*159.07	190.62	32,692.91	*2,804.44	*1,383.43	* 103.77	36,984.55	15,726.02
Howard	12.1	324	272	11,537.75	*669.47	84.25	84.87	12,376.34	1,032.44	393.55	676.67	14,479.00	879.63
Kent	10	265	238	11,063.61	581.56	44.45	231.40	11,921.02	1,568.62	1,676.81	*1,017.46	16,183.91	149.21
Montgomery	36	1,020	863	41,705.22	*1,757.50	645.55	*430.04	44,538.31	4,002.36	5,386.03	*4,721.63	58,648.33	37,318.70
Prince George's	32	864	748	34,226.50	1,419.25	237.86	*119.30	36,002.91	3,811.73	3,163.83	*750.61	43,729.08	28,560.56
Queen Anne's	10	309	277	11,069.25	272.00	191.56	370.80	11,903.61	734.86	137.07	919.36	13,694.90	79.66
St. Mary's	15.3	437	365	14,416.12	*425.85	*61.10	*107.17	15,010.24	582.94	859.50	....	16,452.68	....
Somerset	26	626	574	23,870.93	1,412.70	77.25	*331.95	25,692.83	1,267.18	700.17	200.00	27,860.18	4,130.99
Talbot	8	217	190	8,609.70	320.59	65.65	*32.32	9,028.26	*1,196.75	1,224.76	*1,002.73	12,452.50	19.80
Washington	34	1,085	902	36,301.51	*1,908.24	47.60	*631.29	38,888.64	*2,786.22	*1,231.10	574.43	43,480.39	....
Wicomico	12	†371	†341	12,952.90	316.73	55.26	91.10	13,415.99	1,058.89	830.76	1,495.83	16,801.47	78.58
Worcester	6	152	129	5,920.90	121.77	*27.07	*47.95	6,117.69	511.00	182.35	30.60	6,841.64	....
Total Counties	511.1	†15,121	†12,989	$562,772.97	$24,478.02	$5,457.02	$6,891.73	$599,599.74	$49,183.88	$31,572.81	$35,160.63	$715,517.06	$139,387.77
Cost per pupil belonging	.....	....	....	$37.36	$1.63	$ .36	$ .46	$39.81	$3.27	$2.10	$2.33	$47.50	$9.25
Cost per pupil attending	.....	....	....	43.52	1.89	.42	.53	46.36	3.80	2.44	2.72	55.32	10.77

* Estimated.

† Includes 59 belonging and 56 attending normal elementary school at Salisbury for whom there was no cost to the county.

TABLE XXIX

Disbursements, Exclusive of General Control and Supervision, in White Graded Elementary Schools for Year Ending July 31, 1926

COUNTY	No. of Teachers	Average No. Belonging	Average Attendance	Salaries	Textbooks	Materials	Other Costs of Instruction	Total Cost of Instruction	Operation	Maintenance Including Rent	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Allegany	234.4	8,687	8,029	$303,467.48	$*15,239.40	$*6,647.99	$*6,498.68	$331,853.55	$36,605.56	$11,734.39	$*24,165.96	$404,359.46	$28,003.76
Anne Arundel	109	4,069	3,493	121,899.64	*6,914.38	*1,412.22	*3,021.26	133,247.50	15,846.93	4,384.98	*34,295.62	187,775.03	47,548.84
Baltimore	254.4	†10,857	†9,466	374,526.58	*13,859.23	*4,888.09	*3,252.46	396,526.36	*41,362.21	*14,837.55	*31,028.50	483,754.62	*668,355.81
Calvert	4	166	130	4,711.93	*263.30	48.82	31.34	5,055.39	*455.75	60.00	*5,104.58	10,675.72	7,133.27
Caroline	38.5	1,366	1,253	41,757.86	1,604.00	598.70	618.38	44,578.94	7,390.54	1,387.76	7,760.29	61,117.53	635.55
Carroll	‡72.5	2,202	1,906	81,667.58	*2,325.00	670.75	*780.48	85,443.81	7,944.14	*2,611.33	*7,365.71	103,364.99	458.44
Cecil	39	1,523	1,319	45,308.48	1,810.22	335.14	192.66	47,646.50	5,266.14	676.28	3,740.97	57,329.89	11,152.97
Charles	14	436	373	15,757.83	365.04	*105.36	*95.60	16,323.83	2,232.20	1,279.12	3,560.00	23,395.15	49.55
Dorchester	41	1,579	1,384	44,548.12	*3,055.11	*397.50	*567.94	48,568.67	3,611.42	2,475.85	*9,185.01	63,840.95	674.65
Frederick	96.5	3,493	3,124	105,400.99	4,728.12	851.17	*1,957.24	112,937.52	11,887.86	2,334.43	*3,830.44	130,990.25	22,449.91
Garrett	31	1,042	958	30,962.26	*923.35	*204.82	*207.10	32,297.53	4,281.35	2,792.67	344.64	39,716.19	1,276.50
Harford	49.8	1,684	1,473	51,737.35	*2,141.35	*815.88	448.79	55,143.37	*6,591.26	*1,794.39	*1,764.30	65,293.32	1,580.10
Howard	22.8	917	774	23,687.25	*1,287.40	129.72	392.92	25,497.29	3,112.98	440.55	5,780.20	34,831.02	2,380.71
Kent	27	883	775	30,640.46	1,795.08	278.66	527.62	33,241.82	4,552.16	1,377.56	*4,839.57	44,011.11	67.50
Montgomery	66	2,315	2,043	78,721.06	*5,151.54	1,847.28	*1,580.33	87,300.21	13,096.35	8,658.83	*14,474.64	123,530.03	144,847.01
Prince George's	121	4,492	4,021	131,070.58	6,060.61	1,128.59	*991.41	139,251.19	17,265.37	18,498.53	*13,580.91	188,596.00	120,284.67
Queen Anne's	24	808	710	27,358.37	794.77	449.50	921.88	29,524.52	3,458.96	360.78	6,560.67	39,904.93	208.66
St. Mary's	2.7	85	75	3,181.38	*128.91	*18.51	*38.27	3,367.07	186.35	513.94	....	4,067.36	....
Somerset	38	1,407	1,261	36,321.61	1,837.52	95.16	*830.30	39,084.59	2,802.12	781.94	5,232.42	47,901.07	964.02
Talbot	34.8	1,267	1,123	38,966.62	1,782.53	322.73	493.74	41,565.62	6,408.89	2,248.85	9,614.64	59,838.00	347.76
Washington	182.7	7,517	6,774	208,546.84	*7,785.19	337.51	*3,135.20	219,804.74	*20,614.99	*8,768.34	8,398.93	257,587.00	2,279.48
Wicomico	56	2,047	1,859	60,461.24	2,336.78	361.73	471.06	63,630.81	7,255.78	6,662.12	968.59	78,517.30	2,681.79
Worcester	46	1,533	1,358	45,979.93	2,126.22	*465.96	*758.77	49,330.88	5,321.42	2,831.59	10,168.34	67,652.23	15,859.02
Total Counties	1605.1	†60,375	†53,681	$1,906,681.44	$84,315.05	$22,411.79	$27,813.43	$2,041,221.71	$227,550.73	$97,511.78	$211,764.93	$2,578,049.15	$1,079,239.97
Cost per pupil belonging	......	......	......	$31.73	$1.40	$ .37	$ .46	$33.96	$3.79	$1.62	$3.53	$42.90	$17.96
Cost per pupil attending	......	......	......	35.69	1.58	.42	.52	38.21	4.26	1.82	3.96	48.25	20.20

† Includes 282 belonging and 253 attending normal elementary school for whom there was no cost to the county.
* Estimated.
‡ The equivalent of the full time of 75.5 teachers was given to elementary school work, but salaries for only 72.5 have been included here.

TABLE XXX

Disbursements, Exclusive of General Control, in Colored High Schools of Counties and Colored Senior High School in Baltimore City for the Year Ending July 31, 1926

COTNTY	No. of Teachers	Average Number Belonging	Average No. Belonging Per Teacher	Average Salary Per Teacher	Salaries of Teachers	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Instruction	Operation	Maintenance	Auxiliary Agencies	Total Current Expense	Capital Outlay
Allegany........	3.5	43	12.3	$1,794	$6,279.75	$336.26	$141.16	$ 5.76	$6,762.93	$773.81	$212.97	$ 10.00	$7,759.71	....
Anne Arundel....	5.0	91	18.2	987	e5,174.76	345.12	152.47	4.15	5,676.50	450.67	11.40	a1,004.00	7,142.57	....
Caroline.........	2.2	29	13.2	818	1,800.00	75.00	19.11	13.32	1,907.43	136.50	49.41	235.00	2,328.34	....
Carroll..........	1.2	24	20.0	860	1,031.59	59.83	139.45	25.00	1,255.87	115.34	49.69	*19.13	1,440.03	125.00
Cecil............	2.2	34	15.5	660	1,450.95	57.63	17.80	....	1,526.38	112.32	10.61	....	1,649.31	4,034.43
Charles..........	3.5	46	13.1	648	2,266.86	74.61	35.03	19.44	2,395.94	82.50	....	....	2,478.44	....
Dorchester......	4.0	78	19.5	848	3,390.00	171.92	446.09	12.50	4,020.51	375.86	320.50	....	4,716.87	....
Frederick........	3.2	87	27.2	969	3,100.00	134.04	77.67	27.25	3,338.96	140.75	211.86	82.90	4,074.47	46.66
Kent.............	2.4	28	11.7	858	2,060.00	121.16	192.73	25.00	2,398.89	288.50	22.47	120.00	2,829.86	
Prince George's..	3.9	74	19.0	841	3,278.54	122.27	89.08	121.55	3,611.44	77.00	300.00	....	3,988.44	
Queen Anne's....	1.2	15	12.5	792	950.00	30.00	38.35	7.43	1,025.78	39.98	7.60	....	1,073.36	
Somerset........	2.0	58	29.0	700	1,400.00	156.95	8.69	25.00	1,590.64	14.00	....	....	1,604.64	....
Talbot...........	3.0	52	17.3	772	2,316.45	156.66	29.26	76.40	2,578.77	119.65	57.36	23.70	2,779.48	50.78
Washington......	.5	9	18.0	1,000	500.00	36.68	7.44	*75.00	619.12	*171.76	....	....	790.88	....
Wicomico.......	4.0	107	26.8	782	3,126.64	22.63	340.96	101.62	3,591.85	244.06	362.38	....	4,198.29	342.50
Worcester.......	3.0	75	25.0	682	2,046.57	196.39	141.79	22.95	2,407.70	301.06	156.03	....	2,864.79	400.97
Total Counties...	44.8	850	19.0	$ 891	$40,172.11	$2,097.15	$1,877.08	$562.37	$44,708.71	$ 3,743.76	$1,772.28	$1,494.73	$ 51,719.48	$5,000.34
Baltimore City...	43.0	1,102	25.6	2,523	108,488.59	5,556.03	2,245.00	638.25	116,927.87	32,984.71	b9,840.65	c6,430.54	166,183.77	d69,897.22
Total State....	87.8	1,952	22.2	$1,690	$148,660.70	$7,653.18	$4,122.08	$1,200.62	$161,636.58	$36,728.47	$11,612.93	$7,925.27	$217,903.25	$74,897.56

* Estimated.
a Evening school.
b Includes $7,364.45 spent by Inspector of Buildings.
c Includes $2,333.80 for evening schools; $2,655.75 for summer schools; $240.99 for library; and $1,200 for medical and health activities of Department o Health.
d Includes $3,176.63 spent by Public Improvement Commission.
e Includes $238.25 for supervision of colored high schools.

TABLE XXXI

Disbursements, Exclusive of General Control, in Colored Elementary Schools in Counties and City, and Junior High and Vocational Schools in Baltimore City, for Year Ending July 31, 1926

COUNTY	No. of Teachers	Average No. Belonging	Average Attendance	Salaries and Expenses of Supervision	Salaries of Teachers	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Supervision and Instruction	Operation	Maintenance and Rent	Auxiliary Agencies	Total Current Expense	Capital Outlay
Allegany	7.5	237	210	....	$7,287.20	$560.32	$120.02	$240.00	$8,207.54	$ 922.19	$ 229.10	....	$9,358 83	$21 88
Anne Arundel	65	2,462	1,945	$965.47	34,943.80	2,752.99	466.57	365.00	39,493.83	3,340.25	1,156.34	$754.73	44,745 15	7,137 54
Baltimore	48.7	1,696	1,427	....	57,011.53	1,520.93	1,193.96	372.50	60,098.92	6,045.41	3,308.03	933.53	70,385.89	22,456 86
Calvert	24.7	925	619	1,176.56	12,429 79	*297.88	*52 45	12.00	13,968.68	*647.35	1,034.02	....	15,650 05	7,112 21
Caroline	27.1	900	763	1,217.90	12,455.21	474.20	237.71	170.00	14,555.02	2,652 98	846.79	90.00	18,144.79	981 87
Carroll	12	281	197	560.63	6,906.24	285.00	55.74	....	7,807.61	907.79	447.64	*869.62	10,032.66	..
Cecil	16.2	421	352	583.03	10,654.48	549.62	187.29	50.00	12,024.42	1,423.47	727.88	230.30	14,406.07	
Charles	38.5	1,399	1,018	1,321.04	18,852.96	1,331.47	20.00	215.00	21,740.47	992 59	920.52	25.78	23,679.36	1,860 94
Dorchester	49.2	1,594	1,221	579.80	21,635.11	1,340.10	100.00	99.50	23,754.51	2,048.75	1,772.64	....	27,575.90	1 75
Frederick	31	933	819	1,009.60	16,608.75	364.04	71.66	227.57	18,281.62	2,511.87	1,311.26	1,325 94	23,130.69	3 95
Harford	24.9	725	587	750.00	15,188.65	473.70	98.52	200.00	16,710.87	1,486.40	331.04	182 88	18,711 19	9,988 18
Howard	19.1	669	490	503.00	10,609.00	*646.42	59.03	60 00	11,877.45	857.37	436.19	15.00	13,186.01	3,287 30
Kent	28.5	884	721	845.10	15,117.31	249.53	480 00	355 00	17,046.94	2,075.17	727 69	14 94	19,864 74	
Montgomery	39.7	1,577	1,269	1,109.22	20,661.88	63.22	553.17	400.00	22,787.49	2,160.42	1,375.63	..	26,323.54	4,488 50
Prince George's	64.1	2,457	1,968	1,547.67	37,582.17	3,099.44	737.27	227.32	43,193.87	4,803 98	3,765.64	464 10	52,227 89	13,951 87
Queen Anne's	22.2	771	546	867.00	10,817.51	460.00	290.64	570.00	13,005.15	975.56	135.62		14,116 33	2,093 49
St. Mary's	34.6	1,145	819	1,135.55	15,023.40	1,374.09	182.24	128.39	17,843.67	1,205.82	1,271.97	.	20,321 46	1,396 13
Somerset	51	1,799	1,594	1,430.00	22,936.49	1,263.04	95.64	325.00	26.050.17	1,547.43	201.84	..	27,799.44	5 68
Talbot	31.9	1,018	909	1,554.92	15,413.65	1,295.04	254.24	401.41	18,919.26	3,128.18	723.71	47 86	22,819.01	3,967 13
Washington	13.5	366	327	....	9,620.25	508.63	12.40	176.08	10,317.36	1,219.47	165.47	38 96	11,741.26	....
Wicomico	39	1,391	1,242	1,442 44	20,359.85	1,117.39	44.08	282.50	23,246.26	1,848.66	2,647.85	....	27,742.77	1,775 24
Worcester	39.6	1,521	1,229	1,226.50	17,685.27	1,038.72	58.48	218.00	20,226.97	2,500.83	995.21	....	23,723.01	....
Total Counties	728	25,171	20,272	$19,825.43	$409,800.50	$21,065.77	$5,371.11	$5,095 27	$461,158.08	$45,301.94	$24,532.08	$4,993 94	$535,986 01	$80,531 12
Baltimore City														
Elementary	386	14,278	12,504	3,165 41	524,786.78	19,794.58	11,569.17	1,510.52	560,826.76	72,710.83	*a*48,282 19	*b*57,172 20	738,992 28	*d*85,654 43
Junior High	71	1,968	1,775	..	77,221.91	2,605.95	1,650.16	125.26	81,603.28	6,778.04	*a*14,939.63	201 75	103,522 70	5,852 64
Vocational	9	128	109	....	11,813.75	740.26	845.83	67.37	13,467.21	1,648.48	*a*2,470 34	*c*3,275 50	20,861 53	1,330 99
Total State	1,194	41,545	34,660	$22,990 84	$1,023,622.94	$44,206.56	$19,436.57	$6,798.42	$1,117,065.33	$126,439.29	$90,224.54	$65,643 39	$1,399,362 55	$176,369 18

* Estimated. *a* Includes the following disbursements of the Inspector of buildings: Elementary, $29,843.30; Junior High, $13,429.97; Vocational, $2,154.90.

b Includes $9,314.65 for evening schools; $9,246.06 for parental schools; $6,075.00 for summer schools; $3,056.45 for school lunches; $738.08 for transporting crippled children, and $24,317.66 for medical and health activities of Department of Health.

c Evening school. *d* Includes $83,728.50 spent by Public Improvement Commission.

TABLE XXXII

APPROVED HIGH SCHOOLS—COST PER PUPIL, STATE AND FEDERAL AID, DAYS IN SESSION, TEACHERS, ATTENDANCE, ENROLLMENT BY YEAR AND COURSE, GRADUATES AND NORMAL SCHOOL ENTRANTS FOR YEAR ENDING JULY 31, 1926

Group	COUNTY Name of High School	Current Expense Cost Per Pupil	State and Federal Aid	No. of Teachers		Days in Session	Average No.		Per cent of Attendance	*Enrollment by Year and Sex								Four-Year Graduates		Normal School Entrants, 1926		Enrollment by Course					
										I		II		III		IV						Academic		General		Commercial	
				Regular	Special		Attending	Belonging		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	ALLEGANY																										
1	Allegany County	$88	$5,000.00	25.0	8.0	194	741	779	95.2	141	149	98	104	91	109	52	78	50	75	.	19	203	275	174	123	25	61
1	Beall (Frostburg)	94	4,950.00	13.7	4.3	194	352	370	95.1	70	81	37	74	33	60	26	30	25	30	7	17	146	232	1	...	23	17
1	Central (Lonaconing)	115	3,750.00	6.0	2.7	194	162	167	96.9	28	22	15	31	21	27	13	26	11	25	1	9	22	73	29	19	26	15
1	Bruce (Westernport)	127	3,750.00	7.0	3.6	194	159	164	97.1	27	33	33	37	6	13	8	13	8	13	..	1	11	17	63	71	3	9
3	Penn. Ave.	108	(a)	5.6	1.3	194	148	154	95.9	63	76	11	19	...	...	...	...	...	...	..	..	89	95	...	...	...	...
1	Barton	151	3,000.00	4.0	3.0	194	84	91	92.2	10	16	12	11	9	18	10	14	10	12	..	7	28	52	...	...	13	6
1	Flintstone	190	3,810.00	2.5	1.5	194	58	61	93.4	6	19	9	12	...	3	6	10	6	10	..	6	...	...	23	44	...	...
1	Mt. Savage	148	2,100.00	3.0	...	194	47	49	96.0	3	17	6	7	4	4	4	9	4	8	..	5	17	37	...	...	...	...
1	Midland	160	2,100.00	3.0	...	194	36	38	94.6	2	14	4	4	5	3	1	9	1	9	..	...	14	34	...	...	...	...
2	Old Town	258	1,200.00	2.1	.9	194	22	25	91.2	4	5	2	6	1	11	...	...	...	...	..	1	...	6	7	16	...	...
	Total White	$111	$29,660.00	71.9	25.3	194	1,809	1,898	95.3	354	432	227	305	170	248	120	189	115	182	8	65	530	821	297	273	90	108
1	Colored	180	2,100.00	3.1	.4	196	42	43	96.5	8	11	5	5	5	5	5	1	4	1	..	...	23	22	...	...	...	...
	ANNE ARUNDEL																										
1	Annapolis	$83	$5,000.00	14.0	5.0	185.5	454	481	94.7	98	112	59	58	43	67	17	35	17	34	..	2	177	198	27	85	24	51
1	Glen Burnie	108	3,000.00	4.3	.7	186	83	91	91.3	25	30	10	14	8	12	1	4	1	3	..	1	34	43	6	9	5	8
1	Tracy's Landing	84	2,550.00	3.9	.5	186	79	87	90.2	23	11	19	11	4	13	4	5	4	5	..	4	12	18	38	25	...	...
1	Arundel (Millersville)	134	3,716.66	3.1	.9	187	56	62	90.4	21	13	2	12	2	9	b3	1	3	1	..	...	...	...	31	37	...	...
3	Shady Side	108	650.00	1.0	...	187	13	14	94.9	3	6	3	4	...	...	...	...	...	...	..	...	...	...	6	10	...	...
	Total White	$92	$14,916.66	26.3	7.1	185.9	685	735	93.2	170	172	93	99	57	101	25	45	25	43	..	7	223	259	108	166	29	59
1	Colored	65	2,349.00	3.0	2.0	185	79	91	87.2	14	31	10	15	5	11	5	5	4	5	2	3	34	62	...	...	...	...
	BALTIMORE																										
1	Towson	$90	$5,000.00	15.0	6.0	193	528	566	93.3	127	131	59	79	47	69	37	43	36	36	2	5	252	289	...	...	23	43
1	Catonsville	94	5,000.00	15.0	5.5	193	510	550	92.6	129	138	59	74	48	56	27	46	26	44	1	4	163	141	23	8	85	172
1	Sparrows Point	92	4,400.00	9.0	3.8	193	317	353	90.0	100	87	61	46	23	37	16	24	16	24	..	6	202	179	1	...	5	25
1	Franklin	87	3,930.00	6.7	2.6	193	240	260	92.3	35	47	38	46	25	25	22	27	22	27		3	67	48	15	27	43	74
1	Sparks	152	2,730.00	4.6	1.1	193	115	127	89.8	31	41	10	32	9	5	4	7	4	7	1	1	11	48	43	40	...	...
1	Randallstown	114	2,235.00	3.0	.5	193	67	74	90.8	15	17	12	13	7	8	2	4	2	3	..	...	36	44	1	...	...	...
	Total White	$94	$23,295.00	53.7	19.5	193	1,777	1,930	90.1	437	461	239	290	159	200	108	151	106	148	4	19	731	749	83	75	156	314

a In same city as Allegany County High School. * Excluding withdrawals for removal, transfer or death. *b* Includes one special student.

CALVERT																										
1 Calvert County	$119	$2,550.00	4.0	...	185	57	61	93.2	9	13	6	11	3	12	0	12	...	11	..	2	3	24	15	26	...	...
1 Huntingtown	77	1,200.00	2.0	...	185	39	43	91.0	9	11	8	3	3	5	3	4	2	4	..	1	...	...	23	23	...	...
2 Solomons	133	1,200.00	2.0	...	185	28	31	88.9	6	7	1	7	7	6	...	...	...	...	..	...	...	...	14	21	...	...
Total	$108	$4,950.00	8.0	...	185	124	135	92.0	24	31	15	21	13	23	3	16	2	15	..	3	3	24	52	70		
CAROLINE																										
1 Caroline County	$104	$3,450.00	4.9	2.7	186	129	137	93.9	21	43	15	14	14	14	6	15	6	15		4	36	74	1	...	22	15
1 Federalsburg	101	3,000.00	4.0	2.0	185	109	119	91.4	26	26	9	18	9	17	2	16	2	16	1	5	43	67			5	10
1 Greensboro	113	2,728.00	3.0	1.5	186	95	101	93.7	19	26	9	12	8	13	9	15	9	14	..	1	25	46	9	12	11	10
1 Preston	118	2,550.00	3.0	1.0	186	74	80	92.9	22	18	11	10	1	6	7	10	7	10	.	6	42	47			...	
1 Ridgely	138	2,280.00	3.0	.4	185	64	70	91.8	14	14	5	13	4	7	6	7	6	7	..	1	27	43	2	...	...	
1 Henderson	132	1,200.00	2.0	...	185.6	27	30	89.5	4	4	6	7	1	6	1	6	1	6	..	2	12	25	...	...	...	
Total White	$98	$15,208.00	19.9	7.6	186.1	498	537	92.6	106	131	55	74	37	63	31	69	31	68	1	19	185	302	12	12	38	35
2 Colored	80	820.00	2.0	.2	163	26	29	89.9	9	7	4	12	2	2	...	...	...	...	..	...	17	21	...	...	...	.
CARROLL																										
1 Westminster	$101	$5,380.01	10.3	5.6	186	279	301	92.7	48	51	34	46	29	51	24	35	21	33	2	4	40	113	76	52	20	24
1 Mt. Airy	129	3,879.98	4.0	3.0	186	100	108	92.7	22	18	14	16	14	12	8	12	8	11	1	4	16	20	30	32	12	9
1 Hampstead	147	3,067.90	3.7	2.6	186	80	86	92.6	15	14	11	10	7	9	15	9	13	8	1	...	22	21	18	8	8	12
1 Taneytown	112	2,550.00	4.0	.9	186	72	79	91.0	10	17	14	10	7	9	7	10	7	10	1	2	21	39	19	10		
1 Union Bridge	111	2,550.00	3.8	1.0	186	68	75	90.5	12	20	14	10	5	11	5	5	5	5	..	1	16	22	20	25		
1 Sykesville	128	2,550.00	3.5	1.4	186	65	71	91.8	14	17	13	12	6	5	6	5	2	5	..	1	21	35	18	4		
1 New Windsor	129	2,670.00	5.0	2.1	181	67	70	95.8	14	13	9	9	5	16	6	6	6	6	..	...	32	39	3	4		1
1 Chas. Carroll	211	2,650.01	3.0	1.6	186	38	42	89.4	14	7	1	9	3	7	2	4	2	4	..	...	5	27	16			
1 Manchester	156	2,428.75	2.2	1.0	186	34	38	90.8	7	8	5	10	3	7	2	1	1	1	..	..	18	26				
2 Pleasant Valley	274	1,200.00	1.6	1.8	186	20	23	85.8	9	4	2	4	5	6	...	...	...	...	.	...	2	9	10	...	5	5
3 Mechanicsville	236	650.00	2.0	.7	186	20	21	95.0	8	1	1	5	3	3	...	...	...	...	..	...	13	11	..	...		
3 Winfield	185	650.00	1.8	.4	186	13	17	77.7	5	1	4	15	...	...	...	...	...	...	..	...	9	16		.		
Total White	$135	$30,226.65	*11.9	*22.4	186	856	931	92.0	178	174	122	156	87	136	75	87	65	83	5	12	215	378	210	135	15	51
3 Colored	60	388.00	.9	.3	180.3	19	24	80.1	10	9	2	4	1	2	...	...	...	...	..	...	13	15	..	...		
CECIL																										
1 Elkton	$92	$3,600.00	4.8	2.4	191	124	136	91.2	24	29	22	24	14	19	13	6	12	6		1	71	66			3	13
1 North East	82	3,000.00	3.8	1.1	191	90	97	93.2	10	23	10	16	5	21	7	9	7	8		3	33	72				
1 Rising Sun	81	2,938.73	2.8	.7	191	79	85	92.7	14	21	6	16	6	14	3	9	3	9	.	.	32	65				
1 Chesapeake City	118	2,550.00	2.8	2.0	191	59	63	93.1	10	11	7	13	3	3	4	10	4	10	..	1	20	30			5	11
1 Calvert	128	2,713.73	2.8	1.5	191	56	60	93.1	9	9	3	13	9	4	4	10	4	10	..		25	39	.	...		
1 Geo. Biddle (Cecilton)	90	2,100.00	3.0	...	191	52	58	89.7	11	9	5	7	3	10	6	8	6	8	.	1	25	36	.			
1 Perryville	104	2,075.00	3.0	...	191	41	45	91.0	10	9	6	9	5	4	2	2	2	2	..	.	24	25		.		
1 Kenmore	136	1,200.00	3.0	...	191	34	36	93.8	13	9	3	3	1	3	3	1	3	1	..	..	20	18	...	...		
Total White	$99	$20,177.46	26.0	8.0	191	535	580	92.2	101	120	62	101	46	78	42	55	41	54	..	6	250	351			8	24
2 Colored	49	794.00	1.8	.4	191	31	34	90.3	7	15	2	7	4	1	...	...	...	...	..	...	13	24	...	...		
CHARLES																										
1 Indian Head	$88	$2,550.00	4.0	...	186	95	100	95.0	22	15	14	19	4	11	7	11	6	11	.	2	19	58	...			
1 Glasva	73	2,100.00	3.0	...	186	84	93	90.0	22	22	19	22	9	2	4	7	4	6	1	3	54	57	..	.		
Total White	$78	$4,650.00	7.0	...	186	179	193	92.6	44	37	33	41	13	13	11	18	10	17	1	5	103	115	...	.	.	
1 Colored	54	1,540.00	2.5	1.0	184.6	39	46	85.5	11	25	1	6	2	4	1	2	1	2	..	...	...	...	...	.	.	

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* The difference of three teachers between the number shown here and in table XIII is due to the fact that the time of three additional teachers was given to work with pupils in upper grades. The per pupil cost for high schools in Carroll is therefore too high and for elementary schools is correspondingly too low.

TABLE XXXII

APPROVED HIGH SCHOOLS—COST PER PUPIL, STATE AND FEDERAL AID, DAYS IN SESSION, TEACHERS, ATTENDANCE, ENROLLMENT BY YEAR AND COURSE, GRADUATES AND NORMAL SCHOOL ENTRANTS FOR YEAR ENDING JULY 31, 1926

Group	COUNTY Name of High School	Current Expense Cost Per Pupil	State and Federal Aid	No. of Teachers		Days in Session	Average No.		Per cent of Attendance	Enrollment by Year and Sex								Four-Year Graduates		Normal School Entrants, 1926		Enrollment by Course					
										I		II		III		IV						Academic		General		Commercial	
				Regular	Special		Attending	Belonging		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	DORCHESTER																										
1	Cambridge	$81	$4,800.00	10.6	4.4	183	342	359	95.2	63	78	36	37	45	45	23	44	23	15	..	9	57	97	62	57	57	55
1	Hurlock	111	3,846.73	4.0	1.8	183	118	125	93.9	23	27	9	9	15	28	2	21	2	19	..	5	47	69			3	19
1	East New Market	123	2,898.75	3.0	7	183	59	65	91.0	16	21	5	8	5	5	2	6	2	6	..	2	29	42				
1	Vienna	113	2,100.00	3.0		183	46	50	91 0	8	13	4	5	6	6	2	9	2	9	..	4	20	33				
2	Hoopers Island	119	1,200 00	2.0		183	28	31	92.1	8	7	3	7	2	5					..		13	19				
2	Crapo	136	1,200.00	2.0		182	27	29	92.2	10	8	2	5	2	8					..		14	21				
3	Eldorado	92	650 00	1.0		182	21	23	92.1	8	8	3	8							..		11	16				
3	Hudson	107	*	1.0		183	13	16	80.9	7	6	4	3							..		11	9				
	Total White	$99	$16,695 48	26.6	6.9	183	654	698	93.6	143	168	66	82	75	97	29	80	32	79	..	20	202	306	62	57	60	74
1	Colored	60	1,470 00	3.0	1 0	169 2	70	78	89.9	14	10	16	17	6	12	5	12	4	11	1	4	40	54				
	FREDERICK																										
1	Frederick	$85	$6,799 98	20.3	11.0	187	679	712	95 3	141	153	79	85	66	93	64	59	57	48	3	9	283	299	21	4	58	95
1	Brunswick	71	4,050 00	6.2	3 8	186	214	230	93.2	39	59	37	32	19	32	11	19	11	19	..	5	19	78	12	10	49	54
1	Middletown	90	5,782 82	4 0	2.5	185	134	145	92.4	30	14	15	24	17	16	15	13	16	18	..	1	72	73	7			
1	Thurmont	93	4,134 98	5.0	2 3	185	115	130	88.2	23	21	16	22	15	15	10	17	10	17	..	3	68	75	1			
1	Liberty	103	2,100 00	3.0	.1	186	52	58	89.8	8	20	6	9	1	6	6	6	6	5	..		24	42				
1	Emmitsburg	121	2.784 98	3 0	.7	186	49	53	92.2	18	8	3	9	5	3	7	6	7	6	..	2	31	26				
3	Walkersville	55	650 00	1 0	.1	185	33	35	94.2	13	10	3	10							..		17	22				
3	Adamstown	68	650 00	1.0	.1	185	22	21	92.4	10	8	3	5							..		14	14				
3	Myersville	72	650.00	1 0		185	21	24	89.6	9	7	5	3							..		15	12				
3	Wolfsville	77	625.00	1 0		180	17	20	85 1	6	13	3								..		9	13				
3	New Market	95	625.00	1 0		181	13	16	78 3	9	4	5	4							..		11	8				
	Total White	$86	$28,852.76	46 5	20.6	186 1	1,319	1,447	93 2	306	317	175	203	125	165	114	125	107	113	3	20	599	662	41	14	107	149
1	Colored	47	$1,400.00	2 7	5	188	80	87	91 5	15	30	11	20	4	10	4	6	3	5	..	2	34	67				
	GARRETT																										
1	Oakland	$92	$6,119.98	7 2	2.8	190	200	221	90.5	43	69	21	26	20	25	14	16	14	13		1	61	155	2	1	20	16
1	Kitzmiller	127	3,898 52	4 0	1 0	189	76	81	94 7	22	24	10	11	2	10	1	11	1	11	..	2	37	10		47		
1	Grantsville	134	4,264.99	3.0	2 0	191	71	77	91.6	20	23	10	14	5	8	1	4	1	4	..	3			37	50		
1	Friendsville	99	3,601 72	3 0	8	190	70	74	93.6	20	16	5	13	8	4	4	15	4	13	..	4	36	48	3			
1	Accident	133	3,601.73	3 0	1.2	190	63	68	93.5	15	9	10	13	7	9	9	5	8	5	1	8			41	37		
	Total	$109	$21,486 94	20 2	7.8	190	480	521	92.1	120	141	56	77	42	56	29	51	28	46	1	13	134	213	83	135	20	16

* No state aid because of insufficient enrollment.

	HARFORD																										
1	Bel Air	$76	$4,170.00	7.8	3.0	191	222	245	90.7	41	59	27	45	13	30	19	27	15	26		5	51	84	48	73	5	12
1	Havre de Grace	73	3,690.00	5.3	1.7	191	179	195	92.0	12	41	18	29	17	24	17	18	17	18			63	50	31	47		22
1	Aberdeen	72	2,730.00	3.8	.4	191	89	99	89.9	16	20	11	19	8	11	4	12	4	12		1	25	52	15	15		
1	Jarrettsville	83	3,501.60	3.2	.8	189	76	85	88.5	19	26	15	9	2	7	3	12	3	11		1	5	54	35	1		
1	Highland	140	4,536.00	3.0	2.0	190	59	67	88.1	9	10	2	10	10	4	10	12	10	12		2	12	36	21			
1	Slate Ridge	99	2,100.00	2.9	.3	191	46	50	92.8	7	3	14	5	8	10	1	5	1	5		1	30	23				
2	Dublin	97	1,200.00	2.0		191	27	32	84.3	5	11	7	7	1	6							13	24				
3	Darlington	102	650.00	1.0		186	15	18	83.5	7	4	1	8	1	3							1	3	9	12		
	Total	$84	$22,577.60	29.0	8.2	190.6	713	791	90.2	116	174	95	132	60	95	54	86	50	84		10	200	326	159	148	5	34
	HOWARD																										
1	Ellicott City	$100	$4,320.00	5.0	2.4	190	121	136	88.5	31	29	19	18	12	23	8	14	7	11		2	41	43	3	2	27	37
1	Lisbon	93	2,909.97	3.0	.8	191	59	66	89.4	13	11	9	7	5	10	1	8	4	8		3	3	13	28	24		
1	Clarksville	113	3,304.28	3.5	.7	191	57	64	89.4	11	12	8	7	9	4	7	8	7	8		2	2	32	35			
2	Elkridge	84	1,200.00	2.0	.1	191	35	39	89.8	10	18	6	8	1	3							4	26	13	4		
3	West Friendship	133	1,219.99	1.0	.4	190	27	32	85.0	20	10	1	2											23	16		
3	Savage	85	650.00	1.0	.1	187	21	23	90.8	4	10	6	8									10	18				
	Total	$102	$13,604.24	15.5	4.5	190.4	320	360	88.7	89	90	49	50	27	40	19	30	18	30		7	60	132	102	46	27	37
	KENT																										
1	Chestertown	$96	$8,750.00	5.7	2.3	187	179	194	92.2	40	45	17	26	16	29	14	18	13	12			50	99	26	5	13	10
1	Rock Hall	156	2,550.00	3.2	1.8	187	63	76	83.4	17	17	6	12	2	18	2	10	2	10		3	24	46	4	6		
1	Galena	173	2,100.00	3.0		184	38	42	91.3	7	10	7	11	2	2	1	8	1	3			7	18	10	8		
2	Millington	165	1,200.00	2.0		187	21	23	88.9	6	8	3	3		6								7	9	11		
3	Fairlee	143	(1)	1.0		185	11	12	90.6	4	3	3	3									7	6				
	Total White	$111	$9,600.00	14.9	4.1	186.7	312	347	89.9	74	83	36	55	20	50	17	26	16	25		3	88	176	49	30	13	10
1	Colored	$101	$983.00	1.8	.6	183	23	28	84.9	6	6	2	9	4	2	1	5	1	5	2	5	13	23				
	MONTGOMERY																										
1	Rockville	$64	$4,716.00	8.5	2.1	184	290	320	90.5	51	59	40	43	28	46	24	40	21	38			142	144	7	3	18	59
1	Gaithersburg	94	4,551.60	4.4	1.2	184	118	133	88.9	21	24	19	24	18	14	8	10	8	10	1	6	69	76				
2	Takoma	92	3,648.00	4.6	.9	184	94	104	90.3	31	19	31	22	9	5							73	52				
1	Sherwood	141	2,550.00	3.9	.6	185	67	72	92.2	13	16	12	9	9	8	5	5	5	5			7	18	32	21		
1	Poolesville	93	3,126.00	2.6	1.0	179	67	72	92.7	21	15	4	14	5	8	2	8	2	8		1	1	11	31	38		
1	Damascus	109	3,018.00	2.8	.8	184	55	63	87.6	17	11	8	12	9	10	2	1	2	1			36	35				
3	Bethesda	142	(2)	2.9	.5	181	56	61	92.7	36	32											1	31	37	6		
1	Fairland	177	2,748.00	2.8	.8	184	46	53	86.5	14	8	6	15	4	2	3	8	3	7				11	29	23		
3	Germantown	127	650.00	1.0	.1	184	17	19	90.0	5	8	3	4											8	12		
3	Dickerson	196	(1)	1.0	.1	183	11	12	94.1	7	3	2	1											9	4		
	Total	$97	$25,007.60	*34.9	8.1	183.5	821	909	90.4	216	195	125	144	82	93	44	72	41	69	1	7	329	378	153	107	18	59
	PRINCE GEORGE'S																										
1	Hyattsville	$73	$6,752.00	14.0	6.0	176	419	454	92.3	98	124	68	73	37	47	29	34	27	30		2	219	254	2	2	28	41
1	Laurel	92	3,600.00	4.8	2.2	186	127	135	94.7	27	22	18	18	11	20	8	16	8	13		2	49	41		1	18	33
1	Marlboro	106	3,000.00	4.0	1.0	186	89	98	91.2	16	18	13	13	4	19	9	13	8	12		1	16	37	20	5	7	21
2	Maryland Park	92	2,550.00	3.7	.3	187	83	93	88.9	41	49	7	11	3	1							51	67				
1	Baden	141	4,272.00	4.0	1.2	186	64	69	92.4	13	14	8	7	7	8	7	8	7	8		3			35	37		
1	Brandywine	113	2,370.00	3.0	.8	180	53	61	87.6	10	12	6	14	7	8	1	6	1	6			3	10	24	31		
1	Surrattsville	165	2,100.00	2.8	.6	184	40	46	87.5	11	12	7	9	2	3	3	4	3	4			23	30				
2	Oxon Hill	87	1,200.00	2.0		186	40	44	90.7	16	18	3	8	3	3							22	32				
2	Bowie	107	1,200.00	2.0		182	24	27	85.7	4	10	3	6	7	2							14	19				
	Total White	$93	$27,044.00	40.3	12.1	181.1	939	1,027	91.2	236	279	133	159	81	111	57	81	54	73		8	397	490	81	76	53	95
1	Colored	54	1,635.00	3.0	.9	174	66	74	88.9	15	22	5	14	3	11	1	8	1	7	1	7	24	58				

(1) Insufficient enrollment. (2) Only first year.
* Including .4 for supervision of the high schools in the county.

TABLE XXXII

APPROVED HIGH SCHOOLS—COST PER PUPIL, STATE AND FEDERAL AID, DAYS IN SESSION, TEACHERS, ATTENDANCE, ENROLLMENT BY YEAR AND COURSE, GRADUATES AND NORMAL SCHOOL ENTRANTS FOR YEAR ENDING JULY 31, 1926

Group	COUNTY Name of High School	Current Expense Cost Per Pupil	State and Federal Aid	No. of Teachers		Days in Session	Average No.		Per cent of Attendance	Enrollment by Year and Sex								Four-Year Graduates		Normal School Entrants, 1926		Enrollment by Course					
				Regular	Special		Attending	Belonging		I		II		III		IV						Academic		General		Commercial	
										Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	QUEEN ANNE'S																										
1	Centerville	$142	$4,290.00	5.2	1.7	192	116	125	92.3	17	30	10	24	13	16	10	10	10	10	..	3	52	82	..	..		
1	Stevensville	85	2,460.00	3.0	.8	192	70	75	93.2	17	17	7	16	2	8	5	6	5	6	..	2	32	48	....	....	....	
1	Sudlersville	100	3,098.00	3.0	.7	191	66	74	89.5	8	18	10	14	5	14	3	5	3	5	..	1	26	51	....	....	.	
1	Tri-County	174	2,550.00	3.0	2.2	192	50	54	93.1	7	6	5	5	6	14	1	11	1	11	..	3	17	31	....	....	3	7
1	Church Hill	120	2,100.00	3.0	.4	191	46	50	91.3	9	8	7	6	8	4	2	9	2	8	..	6	27	27	....	....	....	..
	Total White	$124	$14,498.00	17.2	5.8	191.7	348	378	91.9	58	79	39	65	34	56	21	41	21	40	..	15	154	239	....	....	3	7
3	Colored	72	380.00	1.0	.2	164	13	15	86.2	7	4	1	5	.....	.....	.....	.....	...	.....	..	...	8	11	.....	.....	.....	...
	ST. MARY'S																										
2	River Springs	$58	$1,200.00	2.0	......	190	56	62	91.6	15	11	11	8	3	9	.....	.....	...	.....	..	...	29	39	.....	.....	.....	....
2	Mechanicsville	82	1,200.00	2.0	......	189.5	37	40	92.0	12	13	10	4	.....	4	.....	.....	...	.....	..	...	22	22	.....	.....	.....	...
1	St. Mary's Seminary	31	1,200.00	*2.0	......	181	30	32	94.0	2	10	.....	3	.....	10	.....	7	...	6	..	...	2	16	.....	10	.....	6
1	Charlotte Hall	47	(1)	†1.0	......	183	10	10	97.0	.....	.....	1	.....	7	.....	2	.....	2	.....	..	...	11	.....	.....	.....	.....	.....
	Total	$58	$3,600.00	7.0	......	187.3	133	144	92.8	29	34	22	15	10	23	2	7	2	6	..	...	64	77	.....	10	.....	6
	SOMERSET																										
1	Crisfield	$73	$4,050.00	6.2	3.8	182	202	219	92.0	32	49	21	25	24	33	20	23	17	20	..	2	65	98	.....	.....	39	36
1	Washington	110	5,130.01	5.3	3.1	182	151	165	91.7	20	47	16	33	17	13	5	19	4	19	..	6	16	48	41	58	4	10
1	Marion	79	2,550.00	3.2	.8	182	100	111	90.6	18	29	20	14	14	9	10	5	10	5	..	1	54	51	.....	.....	8	7
2	Fairmount	126	1,200.00	2.0	......	182	26	30	87.5	8	9	9	.....	.....	4	.....	.....	...	.....	..	...	19	16	.....	.....	.....	...
1	Deals Island	109	1,200.00	2.0	......	178	28	29	94.8	5	11	5	4	1	3	3	2	3	2	..	...	.....	.....	14	20	..	.....
1	Mt. Vernon	131	1,175.00	2.0	......	181	21	24	84.5	3	6	4	7	1	2	3	1	2	1	..	...	.....	.....	11	17	.....	.....
	Total White	$92	$15,305.01	20.7	7.7	181.8	528	578	91.2	86	151	75	83	57	64	41	50	36	47	..	9	154	213	66	95	51	53
1	Colored	28	700.00	2.0	......	162	54	58	94.5	6	19	8	11	6	3	3	1	3	1	..	...	31	38	.....	.....	.....	.....
	TALBOT																										
1	Easton	$107	$4,899.51	5.8	4.1	186	169	179	94.1	25	32	26	31	16	22	12	23	10	19	..	4	74	93	5	1	3	18
1	St. Michaels	106	3,000.00	3.9	1.7	188	105	111	94.4	23	25	14	20	9	7	11	8	11	7	1	1	54	55	.....	.....	3	10
1	Trappe	122	2,100.00	2.8	.2	187	44	49	90.2	8	5	8	11	.....	6	4	9	4	9	..	5	21	31	.....	.....	.....	.....
1	Tilghman	114	2,100.00	3.0	.2	188	45	47	95.2	9	9	3	4	7	11	6	5	4	5	..	1	28	30	.....	.....	.....	.....
1	Cordova	93	1,490.00	2.0	.5	186	42	47	89.5	8	14	8	5	3	8	4	1	4	1	1	1	23	29	.....	.....	.....	.....
1	Oxford	117	2,100.00	2.8	.2	188	39	41	95.3	6	6	7	4	5	5	2	6	2	6	..	...	20	23	.....	.....	.....	....
	Total White	$112	$15,689.51	20.3	6.9	187	444	474	93.6	79	91	66	75	40	59	39	52	35	47	2	12	220	261	5	1	6	28
2	Colored	53	810.00	2.0	1.0	166	50	52	96.2	7	20	5	10	2	2	.....	.....	...	.....	..	...	22	40	.....	.....	.....	....

(1) Insufficient enrollment. * St. Mary's Seminary had a total teaching staff of 8, of whom 4.7 taught academic subjects and 3.3 special subjects.

† Charlotte Hall had a total teaching staff of 5.

WASHINGTON																										
1 Hagerstown Girls'.....	54	2,500 00	11 8	3 9	182	464	488	95 0	.....	180	.....	132	..	103	..	90		87	.	12		272		151		90
1 Hagerstown Boys'....	59	2,500 00	9.9	2 8	182	354	384	92 3	143	.....	121	..	83	.	68	.	63		.	.	368	. .	9	.	41	
1 Williamsport.........	68	3,480 00	5 0	1 2	183	150	159	94 4	27	34	18	25	12	12	12	25	12	25	.	3	61	79	..		8	17
1 Smithsburg..........	91	3,742 50	4.2	1 0	182	106	113	93 5	15	26	17	12	8	13	19	12	15	12	1	1	49	63	11	...	...	
1 Hancock............	78	2,550.00	3.3	.7	183	92	102	90 1	26	16	7	14	8	17	15	6	15	6	..	...	53	48	1	....	2	8
1 Boonsboro...........	100	2,730.00	4.0	.6	182	81	89	91 1	21	23	6	9	9	11	3	11	3	11		...	41	55	....		....	.....
1 Clearspring..........	92	2,670 00	4.0	.2	183	67	74	90.8	14	14	3	11	7	12	7	14	6	13	1	1	6	39	20	9	6	4
Total White.......	$67	$20,172.50	42.2	10.4	182.3	1,314	1,409	93 3	246	293	172	203	127	168	124	158	114	154	2	17	578	556	41	160	57	119
† Colored..............	88	....	.5	......	183	7	9	83.1	3	3	.....	4	.....	....	.....	.....	.....	.....	..	...	.....	.....	3	7	...	.....
WICOMICO																										
1 Salisbury............	$97	$5,000 00	20.0	6.0	182	493	517	95.4	106	154	46	79	33	72	36	45	35	45	1	11	68	155	126	139	30	59
1 Delmar..............	84	2,550.00	3.4	.6	182	82	88	94 1	20	23	12	16	4	9	3	11	3	10	..	...	42	61	.....	.....	.....	.....
1 Pittsville............	119	2,550 00	4.0	.4	182	79	84	93 9	13	10	11	16	5	15	5	14	5	14	..	5	36	56	.....	.....	.....	.....
1 Mardela.............	59	1,175 00	2.0	......	182	44	50	88 6	7	10	5	10	5	8	2	4	2	4	..	...	20	33	.....	.....	.....	.....
1 Nanticoke...........	95	1,200.00	2.0	......	182	44	47	92 8	9	4	5	10	6	8	2	5	2	5	..	3	22	27	.....	.....	.....	....
1 Sharptown...........	76	1,200.00	2.0	......	182	44	45	95.8	6	7	6	3	4	7	6	9	5	9	..	1	22	26	.....	.....	.....	.....
2 Hebron.............	97	1,100.00	2.0	......	182	27	30	91 2	9	8	3	6	.....	5	.....	.....	.....	.....	..	...	13	19	.....	.....	.....	.....
Total White.......	$94	$14,775.00	35.4	7.0	182	813	861	94 5	170	216	88	140	57	124	54	88	52	87	1	20	223	377	126	139	30	59
2 Colored..............	39	855.00	3.0	1.0	163	100	107	93 3	24	32	20	24	5	14	.....	.....	.....	.....	..	...	50	71	.....	.....	.....	.....
WORCESTER																										
1 Berlin...............	$95	$4,400.00	5.5	3.4	182	179	191	92 8	37	53	28	21	7	34	15	13	14	10	..	6	21	58	56	56	12	14
1 Snow Hill............	99	4,275.00	5 0	3.4	182	162	175	93.2	36	43	10	28	12	17	9	27	9	26	..	6	60	94	6	4	2	22
1 Pocomoke............	103	5,715.00	6.4	3 3	182	154	167	92.5	29	35	20	31	11	19	14	16	13	14	..	2	65	87	3	2	16	15
1 Stockton.............	120	2,550.00	3.0	1 0	182	56	60	93.2	8	8	6	9	8	10	4	10	4	10	..	1	28	37	.....	.....	.....	.
1 Ocean City..........	142	2,100 00	3 0	......	180	37	40	94.5	7	11	7	4	2	3	5	4	4	4	..	...	22	23	.....	.....	...	. .
Total White.......	$105	$19,040.00	22.9	11 1	181.8	588	633	93.0	117	150	71	93	40	83	47	70	44	64	..	15	196	299	65	62	30	51
1 Pocomoke Colored....	29	340 00	1.0	......	163	34	35	96 3	11	12	8	4	.....	.....	.....	.....	.....	.....	.	.	20	19	...	...	...	.
† Berlin Colored........	37	....	1.0	......	163	23	25	92 6	10	11	1	5	.....	.....	.....	.....	.....	.....	..	..	11	17	.....	.....	..	
3 Snow Hill Colored....	60	380 00	1.0	......	163	13	15	87 8	3	9	.....	6	.....	.....	.....	.....	.....	.....	.	..	5	15	.. .	...		
Total Colored.....	$38	$ 720 00	3.0	......	163	70	75	93.4	24	32	9	15	....	.....	. .	...	....	....		.	36	51	.	.		
SUMMARY																										
120 First Group..........	$96	$379,164 42	589 0	203.3	187.0	15,131	16,312	92 7	3,111	3,604	1,950	2,449	1,413	2,058	1,106	1,647	1,045	1,574	29	312	5,328	7,062	1,650	1,669	841	1,383
16 Second Group......	109	22,898 00	36 0	4 0	186 6	595	663	89 3	194	205	103	112	44	84	.. ..	.	.....	.		.	289	378	53	52	5	5
18 Third Group......	128	8,969 99	26 3	3.8	187 2	492	541	90 9	224	210	61	102	4	6	....	..	.	.		.	221	264	92	90	...	
154 Total White.......	$97	$411,032 41	651 3	211 1	187 1	16,218	17,516	92 6	3,529	4,019	2,114	2,663	1,461	2,148	1,106	1,647	1,045	1,574	29	312	5,838	7,704	1,795	1,811	846	1,388
18 Colored..............	$61	$16,944 00	35 3	9 5	174 9	769	850	90 6	190	276	101	178	49	79	25	40	21	37	6	21	361	564	....	.		

† Not approved.

TABLE XXXIII

ENROLLMENT IN MARYLAND COUNTY HIGH SCHOOLS BY SUBJECT, EXCLUDING WITHDRAWALS FOR REMOVAL, TRANSFER OR DEATH, FOR YEAR ENDING JULY 31, 1926.

COUNTY Name of High School	Total Enrollment		English		Mathematics		Historical and Social Studies		Science		Latin		French		Spanish		Manual Training	Home Economics		Agriculture		Stenography, Typing and Book-keeping		Other Commercial Subjects		Physical Education		Music	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	General Girls	Vocational Girls	Vocational Boys	General Boys	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
ALLEGANY																													
Allegany	384	441	379	432	305	313	338	406	301	312	79	147	81	119	21	18	268	367	...	...	...	25	61	16	37	...	380	201	231
Beall	166	245	197	279	153	206	152	202	141	180	72	169	31	72	...	...	116	279	...	...	...	23	14	...	...	...	...	...	...
Central	77	106	80	109	45	62	63	78	53	66	13	42	8	87	...	...	77	107	...	...	...	26	15	5	11	77	106	77	106
Bruce	74	96	74	95	70	77	59	67	72	86	21	34	7	12	...	...	74	96	...	...	...	...	...	3	9	74	96	71	96
Penn. Ave.	74	95	*	*	*	*	*	*	*	*	*	*	...	...	...	...	*	*	...	...	...	...	...	...	...	...	*	*	*
Barton	41	59	41	59	28	53	29	48	25	37	9	...	3	15	3	11	41	59	...	...	...	13	7	...	...	...	59	...	
Flintstone	21	44	21	43	21	45	21	43	9	13	...	...	...	13	...	...	...	45	...	**21	...	...	...	...	...	21	44	...	...
Mt. Savage	17	37	17	37	15	31	14	22	11	26	11	35	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	17	37
Midland	11	31	11	31	11	31	7	16	6	28	9	7	5	13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oldtown	7	22	7	22	7	11	1	11	7	18	1	8	...	...	...	...	...	22	...	...	...	...	...	...	...	7	22	...	...
Total White	†798	†1,081	827	1,107	655	829	684	893	625	766	215	442	135	281	24	29	576	975	...	21	...	87	97	24	57	179	707	369	470
Colored	23	22	23	22	23	22	23	22	18	17	...	...	10	10	...	...	23	22	...	...	...	...	...	...	...	23	22	23	22
ANNE ARUNDEL																													
Annapolis	217	272	220	272	196	200	220	273	117	111	62	72	36	50	...	...	160	170	...	...	...	24	51	43	36	...	...	...	
Glen Burnie	44	60	44	60	39	50	38	47	35	51	9	11	...	...	...	...	...	...	...	...	...	6	8	...	...	...	...	...	...
Tracy's Landing	50	40	50	40	50	40	50	40	42	28	8	12	...	...	...	...	7	...	...	...	...	...	...	...	...	...	...	...	40
Arundel	27	35	32	37	20	32	15	31	20	28	13	8	...	...	...	...	...	...	24	14	...	...	...	...	...	...	...	26	35
Shady Side	6	10	6	10	6	10	6	10	6	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total White	344	417	352	419	311	332	329	401	220	228	92	103	36	50	...	...	167	170	24	14	...	30	59	43	36	...	...	26	75
Colored	34	62	34	62	29	57	29	51	34	62	10	16	...	...	...	...	34	62	...	...	...	...	...	...	...	...	...	34	62
BALTIMORE																													
Towson	270	322	271	325	225	235	129	175	211	233	157	199	73	83	...	...	272	325	...	...	...	23	43	...	...	268	317	253	314
Catonsville	263	314	262	312	223	207	189	192	165	178	118	115	70	136	...	...	262	312	...	...	...	18	49	...	...	263	291	263	314
Sparrows Point	200	194	200	194	201	171	123	106	148	131	1	14	118	106	...	...	200	194	...	...	...	5	25	...	...	200	189	200	189
Franklin	120	145	120	144	116	110	80	88	81	62	44	34	12	69	...	...	125	144	...	...	...	11	34	...	...	120	144	120	141
Sparks	54	85	54	85	38	67	55	81	48	69	...	...	11	43	...	...	54	84	...	...	11	...	...	...	...	54	81	31	11
Randallstown	36	42	36	42	36	42	36	42	27	30	...	...	8	12	...	...	36	12	...	...	...	...	...	...	...	35	10	36	42
Total White	943	1,102	943	1,102	839	832	612	684	680	703	320	362	322	449	...	...	949	1,101	...	...	11	57	151	...	...	940	1,062	903	1,044
CALVERT																													
Calvert County	18	48	18	48	18	36	18	48	15	36	...	...	3	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Huntingtown	23	23	23	23	23	23	23	23	15	20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Solomons	14	20	15	20	14	19	14	20	14	20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	55	91	56	91	55	78	55	91	44	76	...	...	3	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

* Facts not furnished.   † Excludes Pennsylvania Ave.   ** Excludes 19 girls.

CAROLINE																													
Caroline County	56	86	57	82	42	64	56	70	18	55	11	40	5	22			53	77				37	38	16	8				
Federalsburg	46	77	48	81	62	76	38	53	29	38	8	29	6	24			42	67				16	25	10	9				
Greensboro	45	66	45	65	34	56	47	65	29	47			4	11			42	68				10	10						
Preston	41	44	47	45	35	37	41	46	25	26	11	12	10	23			40	31											
Ridgely	29	41	30	41	18	38	36	42	20	24	4	15	15	13			29	40											
Henderson	12	23	10	24	9	18	11	24	5	10			6	20															
Total White	229	337	237	338	200	289	229	300	126	200	34	96	46	113			206	283				63	73	26	17				
Colored	15	21																											
CARROLL																													
Westminster	135	186	133	186	89	126	92	150	98	118	18	63	*4	*40			112	184		31		24	24	19	16			114	185
Mt. Airy	58	58	58	58	36	33	33	54	40	46	11	4	5	14			36	53		20		12	10					50	45
Hampstead	48	42	48	42	22	24	32	33	37	28	10	12	1	3			10	13		12		8	12	6	5			18	42
Taneytown	38	46	38	16	38	46	38	46	20	11	9	17	7	17				46										38	46
Union Bridge	36	46	36	47	31	36	26	39	34	47			11	9			36	47										36	47
Sykesville	39	39	39	39	31	39	35	32	37	33			6	14			39	39										39	39
New Windsor	34	44	35	44	36	38	38	47	34	27	1	6	8	18			20	39				1	6					29	38
Chas. Carroll	20	27	20	27	17	21	9	23	19	17		7	1	7				25		15								20	27
Manchester	17	26	17	26	12	18	17	26	10	23	7	7	5	4			18	25		13								17	26
Pleasant Valley	16	14	16	14	11	7	4	12	11	8		3					15	14				5	5					11	13
Mechanicsville	12	9	12	9	12	9	12	9	9	6			3	3			12	9										12	9
Winfield	9	16	9	16	9	16	9	16			9	17					9	16										12	17
Total White	462	553	461	554	344	413	345	487	349	364	65	136	51	129			337	542		91		50	57	25	21			426	534
Colored	13	15	13	15	13	15	13	15	13	15							13	15										18	15
CECIL																													
Elkton	73	78	75	78	63	63	67	66	32	31	12	26	24	12			70	77				3	13	18	12			55	71
North East	32	69	32	69	25	60	32	69	17	32			12	30			32	69						11	16				
Rising Sun	29	60	29	60	31	51	7	33	2	30	18	27	7	30						21		3	11						
Ches. City	24	37	23	38	17	24	15	26	12	14	10	12	2	8			23	38				5	11	7	11				
Calvert	25	36	25	36	21	26	21	36	13	19			13	15			25	36		9									
Geo. Biddle	25	34	25	34	19	25	26	35	17	17	0	1	9	18															
Perryville	23	24	26	24	21	23	29	25	11	12	1	6	9	6															
Kenmore	20	16	21	16	18	15	20	16	16	11	3	3	4	4															
Total White	251	354	256	355	215	287	217	306	120	166	44	75	80	123			150	220		30		11	35	36	39			55	71
Colored	13	23	13	23	13	23	13	23	9	22	6	9					13	23											
CHARLES																													
Indian Head	17	56	48	56	18	56	18	56	30	26			18	30															
Glasva	54	53	51	53	15	51	54	53	35	31			28	24															
Total White	101	109	102	109	93	107	102	109	65	57			46	54															
Colored	15	37	15	37	15	37	12	27	15	37	3	10						37		15									
DORCHESTER																													
Cambridge	167	204	162	203	82	104	108	145	64	92	14	70	11	25			88	114				57	55						
Hurlock	19	85	48	82	19	66	42	50	15	40	7	21	12	30						17		3	19					30	36
East New Market	28	40	30	40	27	31	13	19	17	26	8	27	7	12						16								23	37
Vienna	20	33	20	33	20	33	20	33	10	22	7	9																	
Hooper's Island	13	19	13	19	13	19	5	12	8	7	13	19																	
Crapo	14	21	14	21	14	21	4	13	10	8	12	13																	
Eldorado	11	16	11	16	11	16	11	16	11	16																			
Hudson	11	9	11	9	11	9	11	9	11	9																			
Total White	318	127	309	123	227	302	214	297	146	220	91	159	30	67			88	114		33		60	74					53	73
Colored	39	51	36	50	36	50	25	41	22	31	25	26					25	26											

* Excludes 6 boys and 2 girls taking German.

TABLE XXXIII

ENROLLMENT IN MARYLAND COUNTY HIGH SCHOOLS BY SUBJECT, EXCLUDING WITHDRAWALS FOR REMOVAL, TRANSFER OR DEATH, FOR YEAR ENDING JULY 31, 1926.

COUNTY Name of High School	Total Enrollment		English		Mathematics		Historical and Social Studies		Science		Latin		French		Spanish		Manual Training	Home Economics		Agriculture		Stenography, Typing and Bookkeeping		Other Commercial Subjects		Physical Education		Music	
																		General	Vocational	Vocational	General								
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Girls	Boys	Boys	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
FREDERICK																														
Frederick	350	390	346	374	230	260	275	319	225	219	85	126	53	66	....	....	214	281	....	33	....	64	77	54	37	143	149	193	223
Brunswick	106	142	113	146	56	79	107	139	72	89	15	35	2	13	....	....	66	57	....	....	....	23	33	26	21	....	....	....	....
Middletown	78	72	78	72	60	54	48	58	50	34	21	36	14	25	....	....	....	....	22	43	....	....	....	....	....	78	72	77	72
Thurmont	64	75	64	75	39	43	41	65	62	67	2	31	25	33	....	....	39	43	....	35	....	....	....	....	....	....	....	39	43
Liberty	24	41	24	41	16	32	21	35	16	27	7	11	11	18	....	....	....	27	....	....	14	....	....	....	....	....	....	....	....
Emmitsburg	33	26	33	26	26	20	17	26	25	14	8	8	7	9	....	....	....	17	....	16	....	....	....	....	....	....	....	....	....
Walkersville	16	20	16	20	16	20	16	20	13	10	3	10	....	....	....	....	....	20	....	....	16	....	....	....	....	....	....	....	....
Adamstown	13	13	13	13	13	13	7	5	10	8	9	13	....	....	....	....	....	7	....	....	11	....	....	....	....	....	....	....	....
Myersville	14	10	14	10	14	10	14	10	....	....	11	10	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Wolfsville	9	13	9	13	9	13	9	13	....	....	9	13	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
New Market	14	8	14	8	14	8	14	8	9	4	....	....	....	....	....	....	....	....	....	....	15	....	....	....	....	....	....	....	....
Total White	721	810	724	798	493	552	569	698	482	472	170	293	112	164	....	....	319	452	22	127	54	87	110	80	58	221	221	309	338
Colored	34	66	34	66	34	66	34	66	26	50	8	16	....	....	....	....	34	66	....	....	....	....	....	....	....	....	....	....	....
GARRETT																														
Oakland	98	136	93	139	81	104	86	77	65	109	12	13	6	38	....	....	....	....	59	26	....	19	15	....	....	....	....	86	128
Kitzmiller	35	56	35	56	35	45	35	41	32	36	....	....	4	20	....	....	....	....	46	....	....	....	....	....	....	....	....	....	....
Grantsville	36	49	36	49	38	49	10	12	33	51	....	....	....	....	....	....	....	....	37	28	....	....	....	....	....	....	....	....	....
Friendsville	37	48	41	52	22	28	22	34	37	33	6	9	....	....	....	....	....	....	22	25	....	....	....	....	....	....	....	....	....
Accident	41	36	41	36	24	14	36	41	31	23	....	....	....	....	....	....	....	....	31	33	....	....	....	....	....	....	....	....	....
Total	247	325	246	332	200	240	189	205	198	252	18	22	10	58	....	....	....	....	195	112	....	19	15	....	....	....	....	86	128
HARFORD																														
Bel Air	100	161	102	160	88	116	127	188	42	79	30	53	9	28	....	....	76	123	....	....	....	5	12	....	....	....	....	68	103
Havre de Grace	94	112	103	115	77	79	93	118	56	48	36	34	20	17	....	....	92	111	....	....	....	....	21	....	....	....	....	....	....
Aberdeen	39	62	38	62	37	54	26	47	27	38	17	29	3	15	....	....	39	62	....	....	....	....	....	....	....	....	....	....	....
Jarrettsville	39	54	40	58	34	34	25	44	19	33	4	36	1	15	....	....	....	....	....	33	....	....	....	....	....	....	....	....	....
Highland	31	36	31	36	16	21	22	26	29	26	1	4	4	8	....	....	....	....	21	26	....	....	....	....	....	....	....	32	33
Slate Ridge	30	23	32	23	25	10	32	28	15	18	....	....	20	16	....	....	32	....	....	....	....	....	....	....	....	....	....	....	....
Dublin	13	24	13	24	13	24	15	31	5	11	7	14	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Darlington	9	15	9	15	7	13	17	29	....	....	1	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total	355	487	368	493	297	351	357	511	193	253	96	173	57	99	....	....	239	296	21	59	....	5	33	....	....	....	....	100	136
HOWARD																														
Ellicott City	70	84	70	84	45	45	62	65	53	51	11	15	5	6	....	....	....	....	29	....	....	26	39	....	....	64	53	60	61
Lisbon	31	36	31	36	24	20	29	36	28	36	3	5	....	6	....	....	....	....	....	20	....	7	7	....	....	....	....	31	36
Clarksville	35	31	35	30	35	32	34	29	20	15	3	19	....	....	....	....	....	....	....	17	....	....	....	....	....	....	....	35	31
Elkridge	17	29	17	29	17	29	21	29	12	22	....	....	3	11	....	....	....	....	....	....	....	....	....	....	....	....	....	17	29
West Friendship	21	12	21	12	21	12	21	12	21	12	....	....	....	....	....	....	....	....	....	18	....	....	....	....	....	....	....	21	12
Savage	10	18	10	18	10	18	10	18	10	18	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	18
Total	184	210	184	209	152	156	177	189	144	154	17	39	8	23	....	....	....	....	29	55	....	33	46	....	....	64	53	174	187

KENT																													
Chestertown	87	113	94	113	68	99	68	83	53	62	25	81	3	12	....	....	86	112	....	....	....	13	10	....	....	....	....	....	*106
Rock Hall	27	52	27	52	25	35	27	52	27	42	1	25	1	8	....	....	27	52	....	....	....	....	....	....	....	....	....	....	....
Galena	17	26	17	26	17	25	17	16	15	24	6	16	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Millington	9	17	9	17	9	17	10	18	9	17	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Fairlee	7	6	7	6	7	6	....	....	7	6	7	6	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total White	147	214	154	214	126	182	122	169	111	151	39	128	4	20	....	....	113	164	....	....	....	13	10	....	....	....	....	....	106
Colored	13	22	13	22	13	22	13	22	7	11	7	16	....	....	....	....	13	22	....	....	....	....	....	....	....	....	....	....	....
MONTGOMERY																													
Rockville	143	188	141	187	111	108	134	154	122	120	21	43	28	26	....	....	....	59	....	20	....	17	57	....	....	....	....	51	59
Gaithersburg	66	72	65	72	42	53	36	48	58	63	15	21	16	19	....	....	....	....	48	22	....	....	....	....	....	67	72	41	48
Takoma	71	46	68	47	61	37	36	20	75	46	7	17	14	15	....	....	....	37	....	19	....	....	....	....	....	....	....	59	44
Sherwood	39	38	39	38	36	32	36	29	38	32	6	12	7	12	....	....	....	33	....	....	2	....	....	....	....	....	....	25	25
Poolesville	32	45	32	45	32	36	7	17	32	41	1	13	....	....	....	....	....	43	....	24	....	....	....	....	....	....	....	25	29
Damascus	36	34	36	34	36	34	14	22	36	34	....	....	....	12	....	....	....	23	....	22	....	....	....	....	....	....	....	25	23
Bethesda	36	32	36	32	33	11	36	32	36	32	1	12	....	13	....	....	36	32	....	....	....	....	....	....	....	....	....	33	32
Fairland	27	33	27	33	22	28	29	37	21	32	....	5	....	....	....	....	....	15	....	12	....	....	....	....	....	....	....	20	23
Germantown	8	12	8	12	8	12	8	12	8	12	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	12
Dickerson	9	4	9	4	9	4	9	4	....	....	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	4
Total	467	504	461	504	390	355	345	375	426	412	52	124	65	97	....	....	36	242	48	119	2	17	57	....	....	67	72	296	299
PRINCE GEORGE'S																													
Hyattsville	232	278	232	278	168	232	144	137	210	239	51	62	28	58	....	....	188	256	22	42	....	28	41	20	14	....	....	166	198
Laurel	64	76	66	71	40	25	51	63	55	48	13	14	12	11	....	....	61	72	....	....	....	8	26	11	19	....	....	25	19
Marlboro	42	63	42	63	34	35	42	64	24	31	14	8	7	30	....	....	....	....	....	....	....	7	21	....	....	....	....	....	....
Maryland Park	51	61	51	61	51	61	51	61	41	49	....	....	10	12	....	....	....	....	....	....	....	....	....	....	....	....	....	51	61
Baden	35	37	35	37	14	11	30	34	35	37	....	....	....	....	....	....	....	....	29	26	....	....	....	....	....	....	....	35	37
Brandywine	24	40	24	40	21	33	24	40	24	40	3	7	....	....	....	....	....	40	....	....	....	....	....	....	....	....	....	24	40
Surrattsville	23	28	22	29	17	22	22	29	15	20	....	....	9	12	....	....	....	29	....	....	....	....	....	....	....	....	....	20	29
Oxon Hill	22	29	22	29	16	18	20	25	22	29	6	11	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
Bowie	14	18	14	18	9	16	10	8	14	18	....	....	11	12	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
Total White	507	630	508	626	370	453	394	461	440	511	87	102	77	135	....	....	249	397	51	68	....	43	88	31	33	....	....	321	384
Colored	24	55	24	55	24	55	24	55	20	36	4	19	....	....	....	....	....	....	55	17	....	....	....	....	....	....	....	....	
QUEEN ANNE'S																													
Centerville	50	80	50	80	37	60	33	52	32	46	21	63	21	26	....	....	50	80	....	14	....	....	....	....		....	....		
Stevensville	31	47	31	47	29	39	14	30	19	25	24	33	7	14	....	....	31	47	....	....	....	....	....	....	....	....			
Sudlersville	26	51	26	51	21	37	18	33	13	32	7	32	7	19	....	....	26	51	....	11	....	....	....		....	....			
Tri-County	19	36	19	36	13	20	12	30	10	16	8	12	3	19	....	....	19	36	....	....	....	3	6	8	4	....	....	19	36
Church Hill	26	27	26	27	18	23	17	19	17	12	14	14	10	13	....	....	26	27	....	....	....	....	....	....	....	....	....		
Total White	152	241	152	241	118	179	94	164	91	131	74	154	48	91	....	....	152	241	....	25	....	3	6	8	4	....	....	19	36
Colored	8	9	8	9	8	9	8	9	7	4	8	9	8	9	....	....	8	9	....	....	....	....	....	....	....	....	....	*8	*9

*Art.

TABLE XXXIII

ENROLLMENT IN MARYLAND COUNTY HIGH SCHOOLS BY SUBJECT, EXCLUDING WITHDRAWALS FOR REMOVAL, TRANSFER OR DEATH, FOR YEAR ENDING JULY 31, 1926.

COUNTY Name of High School	Total Enrollment		English		Mathematics		Historical and Social Studies		Science		Latin		French		Spanish		Manual Training	Home Economics		Agriculture		Stenography, Typing and Bookkeeping		Other Commercial Subjects		Physical Education		Music	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	General Girls	Vocational Girls	Vocational Boys	General Boys	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
ST. MARY'S																													
River Springs	29	38	29	38	29	38	29	38	15	21	14	17																	
Mechanicsville	22	21	22	21	22	21	22	21	12	13	10	8																	
St. Mary's Seminary	2	30	2	30	2	16		22	2	19	2	10		12				20					6			2	28	2	30
Charlotte Hall	10		10		10				3		1		**10													10			
Total	63	89	63	89	63	75	51	81	32	53	30	35	10	12				20					6			12	28	2	30
SOMERSET																													
Crisfield	97	130	97	130	56	85	64	86	42	82	22	13	7	20			53	119				50	44						
Washington	58	112	52	102	45	64	41	92	40	80	15	34	5	18					68	30		6	12	9	22			35	65
Marion	62	57	62	57	38	13	29	22	33	36	38	46	15	7								9	7	17	11				
Fairmount	17	13	17	13	17	13	17	13	17	13				4												17	13	17	18
Deal's Island	14	20	14	20	14	20	17	22	5	11			6	7															
Mt. Vernon	11	16	11	16	9	15	10	15	9	11			7	9															
Total White	259	348	253	338	179	240	178	250	146	233	75	123	10	65			53	119	68	30		65	63	26	33	17	13	52	78
Colored	23	35	23	35	23	35	20	34	15	21	11	12						35											
TALBOT																													
Easton	79	108	81	106	45	47	64	93	38	57	26	42	14	18				54		14		5	23	14	17			40	74
St. Michael's	57	60	58	62	53	52	33	33	38	29	21	35	25	13			29	44				4	12					45	51
Trappe	20	31	21	30	21	31	20	33	20	26	1	6																12	31
Tilghman	25	29	25	29	25	29	25	29	15	14	10	15																19	29
Cordova	23	28	22	29	21	29	21	29		19			2	9						16									
Oxford	20	21	20	21	13	10	16	21	11	12	20	21																20	21
Total White	224	277	227	277	178	198	179	238	122	157	78	119	11	40			29	98		30		9	35	14	17			136	206
Colored	14	32	14	32	14	32	14	32	11	32							14	32											
WASHINGTON																													
Hagerstown Girls'		505		506		424		288		315		355		84				498					90						505
Hagerstown Boys'	415		115		151		274		219		269		70				253					53		63				334	
Williamsport	69	96	70	96	51	68	41	62	16	54	13	59	10	18				96				8	17						
Smithsburg	59	63	59	63	47	53	39	60	41	16	12	7	22	24			39			20									
Hancock	56	53	55	53	42	36	56	52	56	31	15	25	3	4								2	8					34	30
Boonsboro	39	54	39	56	32	40	27	42	38	48	7	10	13	24			39	54										39	54
Clearspring	31	51	31	51	17	25	30	36	18	35	6	23	2	22				48				6	4						
Total White	669	822	669	825	640	646	467	540	418	529	352	479	120	176			331	696		20		69	119	63				407	589
Colored	3	7	3	7	3	7			3	7	3	7																	

* Art.

** Includes 7 boys taking Spanish.

WICOMICO																													
Salisbury	221	350	218	326	188	277	183	293	111	181	37	88	16	17			192	309				99	155						
Delmar	39	59	15	60	37	49	13	26	27	13	32	39	7	20			39	59											
Pittsville	34	55	31	55	34	55	21	15	23	39	24	26																34	55
Mardela	19	32	20	33	20	33	7	12	20	33	13	21																	
Nanticoke	22	27	22	27	22	27	8	13	22	27	14	14																	
Sharptown	22	26	22	26	22	26	10	16	22	26	12	10																	
Hebron	12	19	12	19	12	19	3	16	9	8	12	14																	
Total White	369	568	373	546	335	486	245	421	267	357	144	212	23	67			231	368				99	155					34	55
Colored	49	70	19	70	49	70	19	70	29	16	5	14					19	70											
WORCESTER																													
Berlin	87	121	88	121	67	104	71	98	72	96	10	26	6	29			*57	109		12		12	14					56	61
Snow Hill	67	115	67	112	60	80	56	89	11	72	13	26	7	27			16	108		11		2	21					10	62
Pocomoke	74	101	71	101	50	64	10	56	55	87	16	42	12	13			53		88	9		16	15					25	15
Stockton	26	37	26	37	17	23	27	35	14	22	14	18	7	11				34										18	21
Ocean City	21	22	21	22	21	22	13	10	19	22	8	9	4	8															
Total White	275	396	276	393	215	293	210	288	204	299	61	121	36	91			156	251	88	35		30	50					139	192
Pocomoke Colored	19	16	19	16	19	16	19	16	19	16																			
Berlin Colored	11	16	11	16	11	16	11	16	11	16																			
Snow Hill Colored	3	15	3	15	3	15	3	15	3	15																			
Total Colored	33	47	33	47	33	47	33	47	33	47																			
Grand Total	8,124	10,383	8,190	10,374	6,684	7,866	6,363	8,149	5,638	6,735	2,154	3,497	1,400	2,428			4,256	6,595	546	869	67	850	1,339	376	315	1,496	1,861	3,787	4,887

** Includes 1 girl.

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